DOCUMENT RESUME

ED 383 187 FL 022 984

AUTHOR	Inman, Julie E., Comp.; LaBouve, Robert, Comp.
TITLE	The Impact of Education Reform: A Survey of State Activities.
INSTITUTION	Joint National Committee for Languages, Washington, DC.; National Council of State Supervisors of Foreign Language.
PUB DATE	Dec 94
NOTE	137p.
PUB TYPE	Reports - Research/Technical (143) -- Reference Materials - Geographic Materials (133)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Change Strategies; *Educational Change; Language Enrollment; Language Teachers; Professional Occupations; *Second Language Instruction; State Agencies; *Statewide Planning; Teacher Shortage; Testing
IDENTIFIERS	Foreign Language Assistance Program; United States

ABSTRACT

This paper offers a State-by-State listing of the impact of foreign language teaching reform in the United States. Information for each State includes enrollments; foreign language assistance program (FLAP); systemic reform; standards, testing and assessment; agency or department restructuring and reorganization; and effect on foreign languages, English as a Second Language, and disciplinary specialists. This 1994 edition of the Joint National Committee for Languages (JNCL) and National Council of State Supervisors of Foreign Languages (NCSSFL) originally received only 38 responses; diligent effort completed the report for all 50 states. It is noted that much of the change brought about by reform has been viewed as positive, yet concerns were expressed about additional job responsibilities, threatened current positions, and elimination of foreign language consultant positions. Funding and teacher shortages, improper use of educational technology, and competition with other disciplines are discussed. Staff change results are presented in actual numbers, charts, and graphs. (NAV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 187

THE IMPACT OF EDUCATION REFORM: A SURVEY OF STATE ACTIVITIES

Compiled by:

Julie E. Inman and Robert LaBouve
The Joint National Committee for Languages

In cooperation with the
National Council of State Supervisors of Foreign Languages

FL022984

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

December, 1994

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. David Edwards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

The 1994 JNCL Annual State Survey on The Impact of Education Reform: A Survey of State Activities, a joint effort by the Joint National Committee for Languages (JNCL) and the National Council of State Supervisors of Foreign Languages (NCSSFL), has proven to be the most challenging and compelling survey to date. This year, JNCL received 38 responses from state supervisors on education reform and where foreign languages fit in the process. In order to have all 50 states represented in the survey, JNCL made numerous phone calls to the state departments of education and state foreign language associations. Information was supplemented by last year's state survey, and cross-referenced with State Requirements for Foreign Language Instruction, by Paul Sandrock, and State Baselines for Goals 2000 Implementation, by the Council of Chief State School Officers.

While compiling last year's state survey on Cooperation Among Second Language Specialists, we noted that thirteen states reported that their positions and/or offices had been impacted by either recently-passed state reform legislation or by major restructuring efforts in their state's education department. We also learned that reform had been bolstering some foreign language departments and had fostered greater communication amongst language and curriculum specialists, while it seemed to be straining resources, acting as a barrier to communication, and turning foreign language specialists into education generalists in other state departments of education. This latter trend had led to the loss of foreign language supervisors and consultants in a number of states and is of great concern to the language profession. As such, we sought to determine the true impact of education reform on language education and disciplinary specialists.

There is no question that education reform is sweeping the nation. Not only did Congress approve *Goals 2000: The Educate America Act* this past year; active and innovative reform measures have been taking place on the state and local levels as well. Almost every state, with the exception of Mississippi, reported that they are currently going through or have gone through some process that can be characterized as education reform during the past five years. Mississippi instituted extensive educational reform as early as 1982, and is currently updating its curricula and assessment system.

Foreign language education has been threatened and bolstered by education reform simultaneously. Given the backdrop of ubiquitous reform, and the fact that foreign languages had been included in the National Education Goals, we had reason to believe that second language education would eventually be integrated into every state curriculum. At the same time, budgetary constraints, persistent downsizing, competition with other disciplines, and the trend toward "educational generalization" threatened the status of foreign language education in the U.S. The results of our survey largely substantiated both of these suppositions; these conflicting trends have created reason for optimism in some states and cause for concern in others.

On the whole, we found that while much of the change brought about by reform has been viewed as positive, many supervisors commented that some of the reforms have created additional job responsibilities, threatened their current positions, and in some cases, have resulted in the elimination of the foreign language consultant position. Concerns were also expressed about the lack of funding for language programs, teacher shortages, the improper use of educational technology, "competition" with other disciplines as electives, and for time in the school day.

Many of the respondents were "cautiously optimistic" about the future of language learning in their states. Most were encouraged by programs such as the Foreign Language Assistance Program (FLAP), innovations in language programs and technology, increased enrollments, and the inclusion of foreign languages in *Goals 2000*. Others were encouraged by the recognition and inclusion of second language study in their state and elementary "core" curricula.

There is no question that the need for second language competency has been recognized by the states. Our most significant findings include:

- Many states have stopped taking enrollment data in order to cut costs. Using a sample of 16 states, we found that 35.2% of all secondary students are studying a second language during the 1993-94 school year. Of the nine states supplying data for elementary enrollments during the 1993-94 school year, an average of 4.5% of the nation's elementary school students are currently studying a second language.

- Using a sample of 10 states, we found that between the 1990-91 school year and the 1992-93 school year, there was a modest average increase of 2.06% in secondary language enrollments. Using a sample of 16 states between the 1992-93 and 1993-94 school year, we found an average increase of 5.7% in secondary language enrollments. 10 states reported that they were experiencing the most growth in secondary language enrollments -- two at the middle school level and eight at the high school level.

- Five states reported that elementary language enrollments were experiencing the most growth. Of a random sample of 14 states, five states reported level elementary enrollments, with the remaining nine states reporting an average 7.7% increase in elementary enrollments. (Note: This number may be slightly skewed as Texas and Georgia reported 23.6% and 24% increases, respectively).

- While 40 states have a second language mandate (the state requires that the schools offer at least two years of a foreign language to **all** students), the remaining states only require second language study for advanced/honors diplomas or for college-bound students.

- Despite the fact that 40 states had a second language mandate in place, only 27 supervisors considered foreign language part of the "core" curriculum in their states. Foreign languages were considered among the core if they are granted "co-equal status" with the other major disciplines. For example, they are included in the development of content and/or performance standards.

- Only 9 states, Arizona, Arkansas, Florida, Louisiana, Montana, New York, North Carolina, Oklahoma, and Oregon, have included second language study in their "core" elementary curricula.

- Forty-nine states, with the exception of Pennsylvania, have developed, or are in the process of developing content standards. 40 of these states are developing content standards, or competencies, in foreign languages. Seven states are developing content standards for ESL; these states include California, Florida, Hawaii, Illinois, Ohio, Tennessee, and Texas.

- Currently, 39 states, with the exception of Alabama, Arizona, Arkansas, Massachusetts, Mississippi, Nebraska, New Mexico, North Dakota, South Carolina, South Dakota, and West Virginia reported that they have developed, or are planning to develop, performance standards. 19 of these states plan to include foreign languages in these standards, while another four plan to

develop performance standards for ESL. The states developing ESL performance standards include Florida, Illinois, Pennsylvania, and Texas.

• 38 states have included efforts for achieving equity in their systemic reform initiatives. 19 of these states reported that equity was one of the most important components of reform in their states. At this time, only 14 states have immediate plans to develop opportunity-to-learn standards. These numbers are likely to increase as states develop their reform plans for *Goals 2000*. The states currently in the process of developing opportunity-to-learn standards include Alabama, Arkansas, Colorado, Illinois, Minnesota, Mississippi, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, Utah, and Vermont.

• 47 of the states offer statewide assessments. Nebraska and Wyoming conduct their assessments on the local level, and New Hampshire reported having no statewide test. Only seven states, California, Colorado, Connecticut, Delaware, New York, North Carolina, and Texas have developed foreign language assessments, and most of them are voluntary. Only two states, California and Georgia, reported offering a separate ESL assessment for Limited English-Proficient (LEP) students.

• 43 states included professional development as part of their reform initiatives. 24 states reported that professional development and teacher training are among the most important elements of reform. Only four states, California, Oklahoma, South Carolina, and Vermont reported developing professional development standards specifically for foreign language educators. Only California and Oklahoma are concentrating on professional development efforts strictly for ESL educators.

• Most supervisors reported that their duties had extended beyond the scope of language education and that their states were turning to the use of education generalists in lieu of curriculum specialists. Specifically, only twelve supervisors reported working exclusively on foreign languages; 23 handled foreign languages in addition to other disciplines; three had deemed themselves "education generalists"; and, twelve states have eliminated the Foreign Language Supervisor position or do not have a state department employee working on foreign language education. The states with no foreign language supervisor include: Illinois, Kansas, Massachusetts, Michigan, New Jersey, North Dakota, Oregon, Rhode Island, South Dakota, Vermont, Washington, and Wyoming.

• 28 states report instituting site-based management and site-based decision-making plans, while 47 states reported restructuring, reorganizing, or downsizing of their state departments of education. Only Indiana, Pennsylvania, and Tennessee reported that their state departments of education have not been reorganized in the past five years.

• Almost every state reported that the use of technology and the development of challenging curricula were integral components of reform.

EFFECT OF REFORM ON FOREIGN LANGUAGE SPECIALISTS/CONSULTANTS

STATE	RETAINING FL SPECIALISTS	FL SPECIALIST + OTHER DISCIPLINES	FL SPECIALIST NOW GENERALIST	FL POSITION ELIMINATED
AL		X		
AK		X		
AZ		X		
AR			X	
CA	X			
CO	X			
CT	X			
DE		X		
FL		X		
GA		X		
HI	X			
ID		X		
IL				X
IN	X			
IA		X		
KS				X
KY			X	
LA		X		
ME		X		
MD		X		
MA				X
MI				X
MN	X			
MS		X		

STATE	RETAINING FL SPECIALISTS	FL SPECIALIST + OTHER DISCIPLINES	FL SPECIALIST NOW GENERALIST	FL POSITION ELIMINATED
MO		X		
MT		X		
NE	X			
NV		X		
NH		X		
NJ				X
NM	X			
NY			X	
NC		X		
ND				X
OH	X			
OK	X			
OR				X
PA		X		
RI				X
SC	X			
SD				X
TN		X		
TX	X			
UT		X		
VT				X
VA		X		
WA				X
WV		X		
WI		X		
WY				X
TOTAL	12	23	3	12

LEGEND:

A. RETAINING FL SPECIALISTS: Foreign Language Supervisors work exclusively on foreign languages;

B. FL SPECIALIST + OTHER DISCIPLINES: Foreign Language Supervisor works on foreign languages as well as other disciplines;

C. FL SPECIALIST NOW EDUCATION GENERALIST: Foreign Language Supervisor may still work peripherally on foreign languages, but their primary function is as an education generalist or the major portion of their responsibilities are not language-related;

D. FL POSITION ELIMINATED: The Foreign Language Supervisor position was eliminated or else their is no state department of education staffperson working on foreign languages.

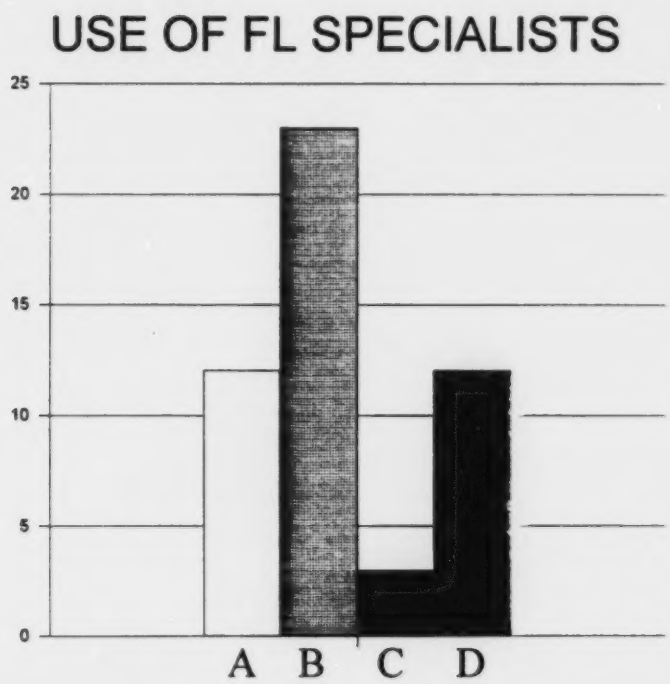
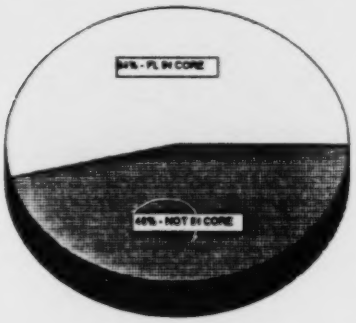


Figure 1

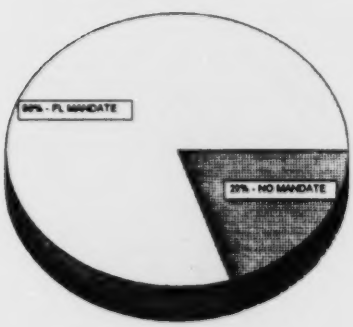
STATUS OF FOREIGN LANGUAGE EDUCATION IN THE STATES

FL IN THE STATE "CORE"



FL IN ELEMENTARY CORE

FL MANDATES



MAJOR COMPONENTS OF SYSTEMIC REFORM INITIATIVES IN EACH STATE

STATE	CONTENT STANDS.	PERFOR. STANDS.	EQUITY	ASSESS-MENTS	PROF. DEVT.	SITE-BASE	SDE REST.	TECH/ CURR.	DATA/ RES.	O
AL	FL		OP	X	✓	✓	✓	✓	✓	1
AK	FL	FL	OP	X	X	X	X	X	X	
AZ	FL		✓	✓			X	✓		2
AR	FL		OP	✓	X	X	X	✓	X	
CA	FL/ESL	X	X	FL/ESL	FL/ESL	✓	X	✓		3
CO	FL	FL	OP	FL	X	X	X	X		
CT	FL	FL	X	FL*	X	X	X	X	X	4
DE	FL	FL		FL	X		✓	X	X	5
FL	FL	FL		X			X			
GA	FL	✓	X	ESL	X	X	X	✓	X	6
HI	FL/ESL	FL	X	X	✓	✓	✓	✓		
ID	FL	FL	X	X	✓	X	X	✓		7
IL	ESL	ESL	OP	✓	X		X	X		8
IN	FL	✓		✓	✓			X		9
IA	✓	✓	X	✓	✓		X	X	X	A
KS	✓	✓	X	✓	✓	X	✓	X	X	B
KY	FL	FL		✓	✓	X	✓	X		
LA	FL	FL		✓	✓		X			
ME	✓*	✓*	✓	X	X	X	X	X	X	C
MD	FL	✓	X	✓	X	X	X	X	X	
MA	FL		✓	✓	✓	X	✓	X	X	D
MI	✓	✓	X	X			✓	X		E
MN	FL	FL	OP	✓	X		✓			
MS	FL*		OP	✓			✓	X	X	

STATE	CONTENT STANDARDS	PERFOR. STANDS.	EQUITY	ASSESS-MENTS	PROF. DEVT.	SITE-BASED	SDE REST.	TECH./ CURR.	DATA/ RES.	O
MO	X	✓		✓	✓		X	X	X	
MT	FL	FL		✓			X			
NE	FL		X		✓	X	X	✓	X	G
NV	FL	X		✓	X		X	X		
NH	X	X	✓		✓		✓*	✓	✓	H
NJ	FL	FL	X	✓	X	X	X	X	X	
NM	FL		✓	X	✓	X	X	X	X	I
NY	FL	FL	OP	FL		✓	X	X		
NC	FL	X	OP	FL*	X	X	X	X		J
ND	FL			X	✓		✓	✓		
OH	FL/ESL	FL	OP	✓	X		X	✓	X	K
OK	FL	FL	OP	✓	FL/ ESL		X	X		
OR	FL	FL	OP	X	X	✓	X	X		L
PA		FL/ESL	✓	✓	✓			X		
RI	✓	X	OP	✓	X	✓	X	X	X	M
SC	FL		X	✓	FL	X	✓	✓		
SD	✓			✓			✓	✓		
TN	FL/ESL	X	X	✓	✓	✓		X	X	
TX	FL/ESL	FL/ESL	X	FL	X	X	✓	X	X	
UT	FL	✓	OP	✓	✓	✓	✓	✓		
VT	FL	✓	OP	✓	FL		X	X		
VA	FL	✓		✓	X		X	X	X	N
WA	FL	FL		X	✓	✓	✓	X		O
WV	FL		✓	✓	✓		✓	✓		
WI	FL	FL	✓	✓	✓	X	X	X		P
WY	✓	✓			✓		X	✓		Q

LEGEND:

X: Component of state reform plan.

✓: Integral component of state reform plan.

FL/ESL: Plans include foreign languages and/or ESL, among other disciplines

OP: Equity measures include the development of (or plans to develop) opportunity-to-learn standards.

CATEGORY ABBREVIATIONS: CONTENT STANDS.: Content Standards (Competencies), PERFOR. STANDARDS: Performance Standards, EQUITY: Measures for achieving equity and access, ASSESSMENTS: Testing and Assessment, PROF. DEVT: Professional Development and Teacher Training, SITE-BASED: Site-based decision-making and/or management, SDE RESTR: State Deparment of Education Restructuring or Reorganization, TECH. /CURR.: Technology and Challenging Curricula, DATA/RES.: Data Collection, Research, and Information Sharing, O: Other.

OTHER:

1. Waivers to encourage innovation, alternative teacher certification, and an extended school year are also important reform initiatives in Alabama.

2. Regulatory flexibility to encourage innovation, interdisciplinary education, and parental and community involvement are also important components of reform in Arizona.

3. A Limited English-Proficient (LEP) Initiative and greater flexibility are also important components of reform in California.

4*. Connecticut administered a CAEP pilot assessment in foreign languages five years ago and may include foreign languages in the assessment process in the future. Business and community involvement are also important components of reform in Connecticut.

5. Governance, accountability, and quality resources are also important components of reform in Delaware.

6. Reform is being encouraged on the local level and is largely being funded by a new state lottery.

7. Cross-disciplinary instruction is also an important component of reform in Idaho.

8. Accountability through accreditation and reporting progress to the public are emphasized in Illinois' reform plan.

9. Accountability and school restructuring efforts are importanct components of reform in Indiana.

A. Accountability, improving the education infrastructure, and school-to-work transitions are important components of reform in Iowa.

B. Community involvement, student outcomes, local control, and an integrated curricular approach are

important components of reform in Kansas.

C*. Maine's Common Core of Learning includes foreign languages in one of its four strands. Content and performance standards are currently under development and will likely include foreign languages in the future.

D. A simplified foundation budget, parity in governance structure, and school choice and charter schools are also important components of reform in Massachusetts.

E. An annual report, accreditation, integration of social service programs, and extensive business and community involvement are integral components of reform in Michigan.

F*. Mississippi is the only state that reported it not had undergone extensive reform in the past five years; in fact, Mississippi instituted extensive educational reform in 1982. At that time, a state curriculum was developed which resembles content standards. The curriculum is currently being revised.

G. Accountability and quality learning are also important commponents of reform in Nebraska.

H. Less specialist activity, accountability, and more local control are also important elements of reform in New Hampshire.

I. In addition, school collaboration, Charter Schools, comprehensive health services, financial accountability, and school-to-work transitions are integral elements of reform in New Mexico.

J. Assessments in foreign languages are voluntary. Accountability is also an important component of reform in North Carolina.

K. Venture Capital Grants are integral to reform in Ohio.

L. Early childhood development, integration of social services, and an extended school year are also important components of reform in Oregon.

M. Local school-based improvement councils, integration of health and social services, and equitable financing of schools are vital elements of reform in Rhode Island.

N. Accountability, parental and community involvement, and local decision-making are important components of reform in Virginia.

O. Waiving regulations to encourage flexibility, accountability, and innovation is an important component of reform in Washington.

P. Community and parental involvement and school-to-work coordination are also important elements of reform in Wisconsin.

Q. Parental and community involvement and innovative restructuring are also vital elements of reform.

1. ALABAMA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (K-6):	2,690
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	.7%
	Secondary (7-12):	54,257
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	17%
	Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Alabama has received funding from the FY 94 round of FLAP. In the past, they have funded Chinese, Japanese, Russian, French, Spanish, and Korean programs.

III. SYSTEMIC REFORM

In 1991, the state legislature passed the Alabama Education Improvement Act which defined seven state goals based on the national education goals. Other provisions included development of a core curriculum, waivers from state mandates to institute innovative programs, technology, alternative teacher certification, site-based decision-making, an extended school year, equity and school readiness, and research. Foreign languages are included in the core curriculum.

IV. STANDARDS

(1) Status of content standards development.

Content standards have been developed in the areas of Foreign Language, English, School-to-Work, Music and Visual Arts, Math, Science, Health, Social Studies, and Physical Education.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by grade level.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

No.

(5) Development of professional development standards for foreign languages, ESL and other disciplines.

No.

(6) Development of opportunity-to-learn standards.

Yes.

V. TESTING AND ASSESSMENT

Alabama administers several assessments, including a Basic Competency Test in Reading, Math, and Language at grades 3, 6, and 9, and a High School Basic Skills Exit Exam in the same subjects at grade 11. The latter test is required for graduation.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Alabama Department of Education has been restructured as part of the systemic initiative. Several years ago, there were two foreign language specialists, with 100% of work time devoted to foreign language education. Now, only one supervisor has responsibility for foreign languages and ESL, and approximately 46% of her time is devoted to those two programs.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are included in the core curriculum.

(2) Disciplines other than foreign languages administered by respondent.

ESL, Language Arts, reform activities.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While Alabama has retained curriculum specialists, their duties are taking on a more generalized function.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

2. ALASKA

State Respondent: Michael Travis, Program Manager

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992)	Elementary (K-6):	1,234
	Overall Increase or Decrease:	↑ 13%
	Percentage of Elementary Enrollment:	1.8%
	Secondary (9-12):	8,656
	Overall Increase or Decrease:	↑ 6%
	Percentage of Secondary Enrollment:	18.5%
	Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported at this time.

III. SYSTEMIC REFORM

(1) Unique components of educational reform.

The site-based management model in Alaska is district-specific. Additionally, the state has made waivers removing regulatory barriers available to local districts to support local decision-making and reform efforts.

(2) Common components of educational reform.

Alaska reported having most of the common elements of education reform, except governance, management and accountability mechanisms.

(3) Most important components of reform.

Student content and performance standards were reported as important components of reform in Alaska.

(4) Summary of educational reform plans or efforts and how foreign languages fit.

As part of Alaska 2000, being driven by the State Board of Education, Alaska is working on the development of student content standards, teaching standards, testing and assessment for the new standards, and the development of frameworks. Foreign language content standards, including standards for Alaska Native languages, are being developed as part of these reform efforts.

IV. STANDARDS

(1) Status of content standards development.

Alaska is currently in the process of developing voluntary Foreign Language content standards, which are scheduled to be released in January, 1996. They recently received federal funding from the Fund for Innovation in Education to develop these standards. The state has also developed or is developing content standards in Math, Science, Language Arts, Social Studies, Health, Technology, and Fine Arts.

(2) Differentiation of foreign language content standards by developmental level.

There will be an attempt to differentiate at benchmark levels, which have yet to be determined.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

By January, 1996, Alaska plans to develop key benchmarks of performance for each of the disciplines in which content standards are being developed.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development standards are being developed, with plans to include foreign language and ESL professional development standards in the future.

(5) Development of opportunity-to-learn standards.

Alaska is planning to develop opportunity-to-learn standards.

V. TESTING AND ASSESSMENT

Alaska currently administers assessments in Math and Language Arts at grades 4, 6, and 8. There are no plans to develop assessments in Foreign Languages or ESL.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Due to decreases in state funding for education, Alaska has downsized the State Board of Education and has stated its intent to "generalize" the functions of state curriculum specialists. The state is still in the process of restructuring the unit in which World Languages resides, but already, the state supervisor has been greatly affected by these changes. In addition to performing more duties with less funding, the foreign language supervisor now administers six state-wide programs.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

In Alaska, the "core" is determined by State Board mandates. Foreign languages are

included among the core subjects, however, they are not an integral part of the elementary curricula.

(2) Disciplines other than foreign languages administered by respondent.

The foreign language supervisor also administers state-funded bilingual programs, Title VII projects, Indian Education, school counseling, and school accreditation.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While the state has indicated its intention to move toward the use of education generalists, the need for specialists became apparent with the development of the framework and standards, so it is difficult to predict what will happen after completion of these projects.

(4) Future prognosis for language learning, given the direction and shape of reform.

There is optimism in Alaska that the future of foreign language education should get better, considering the development of standards, a framework, and assessments which will include Alaska Native language programs.

3. ARIZONA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	40,000
	Overall Increase or Decrease:	Level
	Percentage of Secondary Enrollment:	21%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

III. SYSTEMIC REFORM

After the Education Summit in Charlottesville in 1989, Arizona articulated several "Essential Skills" documents, a set of high curriculum standards that all students must maintain. In addition, Arizona developed a new performance-based assessment system and passed legislation providing regulatory flexibility and financial support for sixteen schools to pursue restructuring efforts. Parental and community involvement, technology, year-round schooling, interdisciplinary education, and efforts for achieving equity are also important

components of reform in Arizona.

An elementary foreign language endorsement was adopted by the State Board of Education. Beginning in the 1992-93 school year, 22 school districts received funding to implement elementary foreign language programs.

IV. STANDARDS

(1) Status of content standards development.

Compulsory content standards (essential skills) have been developed for Foreign Language, Reading and Writing, Music, Performing and Visual Arts, Math, Science, Health, and Social Studies.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by grade level.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

No.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

No.

(5) Development of opportunity-to-learn standards.

No. However, the Arizona Minority Education Access and Achievement Cooperative was designed to improve the performance of minority and at-risk students.

V. TESTING AND ASSESSMENT

As part of its systemic initiative, Arizona developed a new performance-based assessment in Math, Reading and Writing for grades 3, 8, and 12. Foreign languages and ESL are not included in the new assessment system.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

While the Arizona Department of Education restructured, the Bilingual Unit did not appear to be affected.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in elementary and state core curricula.

Foreign languages appear to be integral to both the state and elementary curricula. While foreign languages are not included in assessments, they are part of the "essential skills" and the recent elementary language mandate indicates an effort to integrate second languages early in the curriculum.

(2) Disciplines other than foreign languages administered by respondent.

Bilingual education and ESL.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Disciplinary specialists appear to have been retained.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

4. ARKANSAS

State Respondent: Susan Grier, Specialist, Field Services/Foreign Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	41,215
	Overall Increase or Decrease:	↑ 13%
	Percentage of Secondary Enrollment:	21%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity indicated.

III. SYSTEMIC REFORM

(1) Common components of educational reform and driving factors.

Arkansas reported all of the common components of education reform.

(2) Most important components of reform.

- **Student Outcomes**
- **Challenging Curricula**
- **Efforts for Achieving Equity**

(3) Summary of educational reform plans or efforts and how foreign languages fit.

In 1991, the General Assembly of the State of Arkansas passed the *Meeting the National Education Goals: Schools for Arkansas' Future*. The legislation essentially adopted the National Education Goals and set forth an ambitious plan to adopt learner outcomes to achieve these goals. The learner outcomes, in turn, were closely linked with curriculum, assessment, professional preparation and development, and school and Department of Education restructuring. In 1993, the General Assembly adopted H.B. 846, the *Competency and Outcome-Based Assessment Act*, which set forth a complementary curriculum and assessment conversion sequence.

While all reform efforts are under the direction of the Department of Education design team, the specialist in foreign language education is not a member of the design team. The foreign language curriculum framework has been developed; training and technical assistance are offered by the design team.

IV. STANDARDS

(1) Status of content standards development.

Mandatory Foreign Language and International Education content standards have been developed. Standards in Language Arts, Health, Math, Science, History, Social Studies, and Physical Education have also been completed. Arkansas is working on, but has not completed, development of standards in the Arts, School-to-Work, Tech Prep, and Apprenticeships. There are no plans to develop standards for ESL. In addition, all school districts will write local curricula based on the framework during the 1994-95 school year.

(2) Differentiation of foreign language content standards by developmental level.

Foreign language content standards are clustered by grades K-4, 5-8, and 9-12.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are not being developed at this time.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

New requirements for teacher licensure are being developed and Foreign Language and ESL professional development standards are expected to be developed in the future.

(5) Development of opportunity-to-learn standards.

Opportunity-to-learn standards will be tied to content and performance standards and in fact are "Standard I" of the Standards for Accreditation of Arkansas Public Schools, which covers "Equal Educational Opportunities."

(6) How opportunity-to-learn standards will be implemented and monitored.

School districts must have an Equity Coordinator and must submit a plan for reaching the 19 equity goals. Failure to progress toward reaching the equity goals will, within the next few years, result in loss of accreditation.

V. TESTING AND ASSESSMENT

Act 846 of 1993 sets forth a Curriculum and Assessment Conversion sequence consisting of a three-tiered assessment system in Math, Reading, Writing, Science, and Social Studies. At his time, statewide assessment does not include Foreign Languages and ESL. Development of assessment in these disciplines will be contingent upon availability of funds.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

By mandate from Act 236 of 1991, the Arkansas Department of Education has been reorganized into four regional offices. While Field Services Specialists are now more accessible to schools, teachers have lost service in specialty content areas as there are no full-time curriculum specialists.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Arkansas requires two units of the same language to be offered by all high schools (grades 9-12). Two units of the same language are required to complete the college preparatory core curriculum. Students must complete the college prep or tech prep curriculum in order to receive certain honors and awards (valedictorian, salutatorian) and to receive the Academic Challenge Scholarship.

(2) Status of foreign languages in elementary curricula.

All districts are required to offer "foreign language experiences" at the elementary level. With implementation of the revised Standards for Accreditation (1996-97), foreign language experiences must be offered in grades K-4, 5-8. The culture strand from the foreign language framework will be implemented in grades K-4 and 5-8.

(3) Disciplines other than foreign languages administered by respondent.

With reorganization, the foreign language supervisor's responsibilities have changed. Instead of having a full-time specialist in foreign language education, the state has a person with

80% field services and 20% foreign language responsibilities. The specialist no longer conducts foreign language workshops and there is minimal technical assistance in foreign language education. A statewide, comprehensive foreign language program with a central clearinghouse for foreign language education information staffed by a full-time foreign language specialist has ceased to exist.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Not only have curriculum specialists been eliminated at the state level, most Arkansas school districts are not large enough to have specialists at the district office level.

(5) Future prognosis for language learning, given the direction and shape of reform.

The state supervisor is very concerned about the future of foreign language education in Arkansas. At a time of local school district restructuring/change, the leadership, services, and support of a full-time foreign language specialist is needed more than ever.

5. CALIFORNIA

State Respondent: Arleen Burns, Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-8):	72,855
	Overall Increase or Decrease:	↓ .05%
	Percentage of Elementary Enrollment:	2%
	Secondary (9-12):	588,673
	Overall Increase or Decrease:	↑ 2.5%
	Percentage of Secondary Enrollment:	41.2%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

The FY 1994 FLAP monies are funding seven projects: (1) One Elementary Russian; (2) Three Secondary Russian; (3) One Elementary Chinese; (4) Two Secondary Chinese; (5) Two Elementary Japanese; (6) Four Secondary Japanese, and; (7) One Secondary Korean.

III. SYSTEMIC REFORM

(1) Unique characteristics of educational reform.

Educational reform in California is the result of collaborative efforts between many partners in the state. Mandated by legislation, it is supported by local districts and by the State Board of Education. It is being characterized as *site-based management*, which allows greater flexibility for schools and districts. In addition, assessment has become *performance-based*.

Finally, the state has included a *Limited English-Proficient (LEP) Initiative*. This initiative has four major elements: (1) Including LEP students in the accountability system; (2) Increasing the number of qualified bilingual educators in the state; (3) Identifying curriculum and supplementary materials available in languages other than English, and; (4) Increasing professional development opportunities for Department staff to provide effective approaches for educating LEP students.

(2) Common components of reform.

While California indicated many common components of educational reform, two were not mentioned: data collection, research, and information sharing and governance and accountability mechanisms.

(3) Most important components of reform in California.

- **Challenging curricula**
- **Assessment of student performance and content standards**
- **Professional development**
- **LEP Initiative**
- **Site-based management**

(4) Summary of educational reform plans or efforts and how foreign languages fit.

There are several elements to educational reform in California, many of which are legislatively driven. These efforts include, but are not limited to:

- **Senate Bill 1274, which provides grants to 144 schools to restructure and radically change the way they do business to improve student performance.**
- **The School-Based Coordination Program law provides 5,880 schools flexibility to improve coordination of their state-supported categorical and regular program services.**
- **The Every Student Succeeds initiative was established in 1991 to help districts and schools improve the achievement of students who are currently failing in school or are at risk of failing.**
- **The 1993 Educational Technology Act emphasizes establishing a Golden State Education Network and promotes collaboration between business and education in educational reform.**
- **The Healthy Start program has launched a major effort to link children's services, including social, health, and/or psychological support.**
- **Task forces were established to study school readiness, elementary, middle and high school issues and have published reports charting a course for school reform in these respective areas.**
- **The statewide testing program is being revised to make it performance-based. The new California Learning Assessment System (CLAS) tests students at grades 4, 5, 8 and 10 in English-language arts, math, history-social science, and science.**
- **Legislation has provided funding to establish 100 charter schools, to be designed by the local community, but to operate independently from the existing school district structure and requirements.**

IV. STANDARDS

(1) Status of content standards development.

California has completed development of voluntary foreign language content standards and they are ready for implementation. The Foreign Language Framework is up for adoption in 1996. Standards development for other core disciplines include ESL, Visual and Performing Arts, History (Social Science), Science, Health, and Mathematics.

(2) Differentiation of foreign language content standards by developmental level, i.e. by age or grade.

9-12 (Model Curriculum Standards)

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

While California is developing performance standards for other disciplines, foreign language and ESL performance standards have not yet been developed.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Professional development standards are being developed for foreign languages and ESL.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

The California Learning Assessment System (CLAS) currently tests students in grades 4, 5, 8, and 10 in Language Arts, Math, History-Social Science, and Science. There are plans to include Foreign Languages, and testing in Spanish is currently being developed.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Efforts were made to group divisions and units more effectively within the California State Department of Education. The changes have been positive and have not adversely affected the Language Arts and Foreign Languages Office or the foreign language consultant position.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

The California education code states that local districts should begin offering courses in foreign language at grade 7. In addition, one course in foreign language or the visual and performing arts is required for graduation from high school.

(2) Status of foreign languages in elementary curricula.

Not included in elementary curricula.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Both the State Department and local districts have retained the use of disciplinary specialists. However, with budget cuts, "specialists" are beginning to take on more than one discipline.

(5) Future prognosis for language learning, given the direction and shape of reform.

While there are concerns that students, parents, and educators do not make second language learning a priority, there is optimism in California concerning the future of language learning due to grant dollars which have become available. In addition, there have been several heartening innovations in language programs, including two-way immersion.

6. COLORADO

State Respondent: Evelyna Donnelly, Consultant for Foreign Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Colorado reported that it applied and documented the need for a waiver from the matching funds requirement. They were granted the waiver and have begun a new round of funding for FY 1994 which will add one Chinese language program and three Japanese I programs to the 20 model programs they are currently running.

III. SYSTEMIC REFORM

(1) Common components of educational reform.

While Colorado has placed an emphasis on standards and assessment development and a high priority on equity, the supervisor noted that professional development, challenging curricula and instructional practices, as well as site-based management and accountability mechanisms, may be considered in the future.

(2) Most important components of reform.

- **Content Standards Development**
- **Adoption of Assessments Aligned with Content Standards**
- **Efforts for Achieving Equity**

(3) Summary of educational reform plans or efforts and how foreign languages fit.

In June, 1993, the Colorado General Assembly adopted H.B. 1313, the Standards-Based Education Act, which authorized the development of statewide standards and assessments in ten content areas by January, 1995. Foreign languages initially were not included among these disciplines, but thanks to the efforts of the state supervisor and the Colorado Congress of Foreign Language Teachers (CCFLT), legislation (H.B. 1207) adding foreign languages was passed and signed into law in March, 1994.

IV. STANDARDS

(1) Status of content standards development.

Because of the legislative battle, development of voluntary foreign language content standards are behind the other disciplines. However, Colorado just received federal funding from the Fund for Innovation in Education to develop content standards for foreign languages.

In the legislation, "first priority" was given to standards development in Reading, Writing, Math, Science, History, and Geography. Foreign Languages, along with Civics, Art, Music, and Physical Education, were given "second priority" status. If local school districts do not adopt the foreign language standards developed by the statewide task force, they have to develop their own standards, which must meet or exceed to model standards.

(2) Differentiation of foreign language content standards by developmental level.

Standards are likely to be differentiated by developmental level.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

There are plans to develop performance standards for Foreign Languages and the ten other disciplines.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

There are plans to develop professional development standards.

(5) Development of opportunity-to-learn standards.

As equity is an important component of reform in Colorado, opportunity-to-learn standards may be developed in the future. However, the supervisor does not know yet what they will look like.

V. TESTING AND ASSESSMENT

While some tests are currently administered at the state level, H.B. 1313 mandates that the Colorado State Board of Education adopt state assessments in each of the eleven content areas by January, 1996.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Colorado has undertaken a modified reorganization plan for its State Board of Education and now pursues a total quality management approach. The Board has also instituted a hiring freeze in order to save money and has provided less funding for operating expenses.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

After the strong effort on behalf of the supervisor and the CCFLT, foreign languages have been included in the core of Colorado's curricula. While languages are not yet integrated into the elementary curricula, grass roots initiatives can be credited with the expansion of foreign languages at the elementary level.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While the State Board has voiced its intention to give curriculum specialists a broader and more generalized role, the state supervisor exclusively works on foreign language education.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is very optimistic given the success of the recent reform legislation.

7. CONNECTICUT

State Respondent: Dr. Mary Ann Hansen, Education Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993)	Elementary:	NA
	Secondary (9-12):	69,547
	Overall Increase or Decrease (91-93):	↑ 7%
	Percentage of Secondary Enrollment:	58%
	Most Growth in Language Enrollments:	Secondary Level

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported.

III. SYSTEMIC REFORM

(1) Common components of educational reform.

Connecticut indicated that all of the stated components were important to educational reform.

(2) Most important component of reform.

The development, implementation, and achievement of high standards are integral to reform in Connecticut.

(4) Summary of educational reform plans or efforts and how foreign languages fit.

The Connecticut State Department of Education initiated a legislative reform package using a site-based management model, through the Commission on Educational Excellence in Connecticut. The Commission was established by the legislature and is chaired by the Superintendent and a business leader, and requires broad community involvement in both the planning and implementation process. While the initiative failed in the state legislature this year (1994), there are plans to reintroduce the package. While foreign language education is not considered integral to reform, it has been included in the development of content standards, with a possibility of inclusion in the statewide assessment being administered every five years.

IV. STANDARDS

(1) Status of content standards development.

Connecticut has recently begun the process of developing voluntary foreign language content standards. While there is no funding for the development of these standards, a task force

has been formed. Connecticut is reviewing and refining standards in Math, Science, English, Social Studies, Physical Education, and the Arts. The Tech Prep standards are now ready for implementation.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Connecticut has completed, or is reviewing, Reading, Writing, Mathematics, and Science performance standards, and has begun developing standards for Social Studies, Tech Prep, and apprenticeships. According to the State Supervisor, there are plans to develop Foreign Language performance standards.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

Connecticut reported the development of professional development standards for foreign languages and other disciplines.

(4) Development of opportunity-to-learn standards.

Connecticut has established standards for remedial study and additional funding for the disadvantaged. In their 1993 report, "A Profile of Our Schools", officials of the SDE reported that "all students in Connecticut do not have equal access or exposure to foreign language instruction," noting that students at high-poverty schools are less likely to study languages and that those schools are less likely to offer a depth of foreign language offerings. While Spanish and French are offered in all comprehensive high schools, there are concerns about the lack of offerings in other "critical languages." They further acknowledged the need to improve the breadth and depth of foreign language offerings to all students in Connecticut, and to provide equal access to such programs to those students.

V. TESTING AND ASSESSMENT

The Connecticut Mastery Test will be used for grades 4, 8, and 10 in English and math and the Connecticut Assessment of Educational Progress (CAEP) in English, math, social studies, and science in Grade 10. The CAEP pilot in foreign languages was administered five years ago and there are plans to include foreign languages in the future.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Connecticut reorganized its state department of education to streamline functions and promote a more cost-efficient environment. With reorganization, the bilingual unit was moved into the Bureau of Curriculum and Instructional Programs with foreign languages and a department-wide Language Acquisition and Bilingual Education Committee was established.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are included in Connecticut's "Common Core of Learning", in reality, they are not yet considered "core components" of Connecticut's curriculum.

(2) Status of foreign languages in elementary curricula.

Not yet an integral part of the elementary curriculum.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While specialists are being maintained in the State Department of Education, districts are losing foreign language supervisors with their functions being assigned to education generalists.

(5) Future prognosis for language learning, given the direction and shape of reform.

There is optimism in Connecticut about the future of foreign language learning because of its inclusion in Goals 2000 and as community and business support continues to grow.

8. DELAWARE

State Respondent: Rebecca H. Scarborough, Education Associate, World Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (6-12):	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Delaware will make the entire amount available to the state, $54,014 to current round of FLAP. The two districts presently receiving FLAP funds will be eligible for the new round of competition and will receive the same amount of money as previously available. One new district will be funded to expand and improve its Japanese program offered through the TI-

IN Distance Learning Network.

III. SYSTEMIC REFORM

(1) Common components of reform.

Delaware reported many common elements of reform with the exception of equity measures, such as opportunity-to-learn standards, and site-based management.

(2) Integral components of reform.

- **Standards (content and performance)**
- **Assessments**
- **Professional and pre-service standards**
- **Professional certification and development**
- **Quality resources**
- **Governance**
- **Accountability**

(3) Summary of educational reform plan and how languages fit.

Delaware's "New Directions" reform is standards-based and is being driven by the State Board of Education (DPI) with the support of the Governor and business. The initiative represents a partnership through which all nineteen school districts can share their expertise and initiatives with one another.

The reform is based on standards set through input from teachers, students, parents, business, community members/leaders, researchers, and administrators. DPI is establishing a Foreign Languages Curriculum Framework Commission which is slated to be operational this fiscal year. In September, nominations for commissioners took place. A Foreign Languages Curriculum Frameworks Steering Committee met regularly from October, 1993 until June 29, 1994 to draft recommendations for the Commission.

IV. STANDARDS

(1) Status of content standards development.

For the past two years, Commissions have been established to develop standards in the core subject areas of English-Language Arts, History/Geography/Social Studies, Mathematics, and Science. Standards will be developed for Foreign Languages, and will likely include international educators. They will join the Arts, Agriculture, and Business Education in the second wave of content areas to be addressed. ESL standards will not be part of the Foreign Language Commission, but a separate working group will assist in developing recommendations for a future Task Force on LEP issues.

Because eventually foreign language performance tasks will be developed for all foreign language students as part of the planned comprehensive state assessment system, the

standards will have the force of being mandatory for participating students.

(2) Differentiation of foreign language content standards by developmental level.

Not yet determined.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards will be developed for foreign languages; a separate task force will address LEP issues.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development standards will be part of systemic reform. A certification specialist has been hired through monies from the Fund for Innovation in Education for the Science/Math and Social Studies projects. For languages, long-range plans call for development of a professional development component.

(5) Development of opportunity-to-learn standards.

While no opportunity-to-learn standards, *per se*, are being developed, Delaware has an equity team to look at equity issues.

V. TESTING AND ASSESSMENT

Interim statewide assessment is conducted for grades 3,5,8 and 10 in reading, writing, and math. Plans call for a more comprehensive statewide assessment as content and performance standards are established in the other content areas.

Some kind of assessment will take place in foreign languages. As of now, ESL students are expected to take the same assessment as the general population unless exempted by their districts. Some attempts to test in Spanish have been initiated and there are some pilots in portfolio assessment for LEP students.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

(1) Description and rationale of state education agency reorganization or restructuring.

DPI has undergone a major restructuring into multidisciplinary service/support teams. A major downsizing occurred during an Early Retirement Option, at which time many positions were vacated. Since that time, however, several positions (e.g. agriculture specialist and art education associate) have been restored.

DPI has created a "Vision 2000" statement reflecting how the Department hopes to function by the year 2000. Internal opinion surveys gave mixed reviews of the restructuring efforts. A broad-based committee is presently analyzing the data, monitoring the situation, and

suggesting improvements.

(2) Assessment of the results and effect upon division/department and foreign language supervisor position.

The state supervisor no longer has major responsibility for LEP programs, and LEP issues have been moved to the Improvement and Assistance Branch. While the supervisor is still principally responsible for foreign languages, she is functioning more as a generalist on larger team projects.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are not included in Delaware's core, there is interest among the foreign language constituency to include foreign languages as part of a graduation requirement. The foreign language community is also pushing for an elementary foreign language mandate.

The Foreign Language Curriculum Frameworks Steering Committee has recommended the study of foreign languages for all students. The foreign language professional groups, DeCTFL in particular, have called for an early start-extended sequence program.

A concurrent resolution to encourage DPI to investigate the feasibility of teaching foreign languages in primary grades and increasing the availability of ESL programs passed the House but got stalled in the Senate because of time constraints. Hopefully, it will be resurrected by our 138th General Assembly.

(2) Disciplines other than foreign languages administered by respondent.

The state supervisor has primary responsibility for foreign languages but also serves on special work groups involved in LEP education.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Disciplinary specialists have been retained but most of the new positions are in assessment and standards-based reform-related positions.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor believes it is difficult to gauge the legislative support languages would receive should an elementary foreign language mandate becomes a reality. She also said: "As long as we're an elective, we can maintain the status quo. I'm not necessarily receiving the message or hearing an outcry for better foreign language instruction from policy and decision makers. They seem to be wrapped up in improving the basics and/or reacting to the present reform agenda. However, the fact that we shall soon be a commission is encouraging. It

means that we have the State Board's and the Governor's blessing. It also means that we have a window of opportunity to better put before the public the need for more and improved foreign language instruction."

9. FLORIDA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (K-5):	172,932
	Overall Increase or Decrease:	Level
	Percentage of Elementary Enrollment:	11%
	Secondary (9-12):	207,716
	Overall Increase or Decrease:	Level
	Percentage of Secondary Enrollment:	41%
	Most Growth in Language Enrollments:	There has been a slight decline overall (3%).

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Florida has received funding from the FY 94 round of FLAP. In the recent past, Florida has funded Japanese and Chinese language programs.

III. SYSTEMIC REFORM

After having developed new instructional programs and goals, as well as assessment and accountability systems with passage of the School Improvement and Accountability Act in 1991, the state superintendent instituted Blueprint 2000. This initiative created School Advisory Councils, a framework for community and business involvement, and a School Improvement Services Unit to coordinate and monitor school improvement statewide. In addition, technology, professional development, and coordination of services are integral to reform in Florida.

IV. STANDARDS

(1) Status of content standards development.

Florida is developing curriculum frameworks in certain subjects defined as "core areas." The core areas include Foreign Languages, and ESL will be included in the Language Arts frameworks.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards will be part of the curriculum frameworks and include Foreign Languages and ESL.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

No.

(4) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

Florida administers a three-tiered assessment system: The Florida Writing Assessment Program in grades 4, 8, and 10; A Grade Ten Assessment for Reading and Math; and, A High School Competency Test in Reading, Writing, and Math for graduation.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Florida Department of Education (FDE) was reorganized as part of the Blueprint 2000 initiative. The Office of Multicultural Student Language Education in Tallahassee handles some bilingual education, ESL, and foreign language programs. There is also a foreign language and bilingual education supervisor located in a Miami satellite office to better serve the needs of the southern region of the state.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

The curriculum frameworks propose that foreign languages become a core component of Florida's core and that competency in a second language be achieved by every student. Currently, two years of a second language are required for admission to a state university.

(2) Disciplines other than foreign languages administered by respondent.

Bilingual education and ESL.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Florida appears to have retained language specialists.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

10. GEORGIA

State Respondents: Marcia A. Spielberger, Foreign Language Consultant and Gisela Griffin, Foreign Language Coordinator

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-5):	49,967
	Overall Increase or Decrease:	↑ 24%
	Percentage of Elementary Enrollment:	6%
	Secondary (6-12):	217,490
	Overall Increase or Decrease:	↑ 8%
	Percentage of Secondary Enrollment:	38%
	Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Georgia has already held a second round of competition and is awarding seven new grants from unused and administrative funds. They have offered $5,000 -- $10,000 in one-year grants from unused funds with the possibility of extending them for a second year, depending upon availability of funds.

III. SYSTEMIC REFORM

(1) Unique characteristics of educational reform.

The State of Georgia is funding local school districts proposing to make innovative changes. In addition, Georgia has a lottery with all funds going to education. The Governor's mandate has generated a lot of interest in technology-based education programs in three areas: tuition waivers at state colleges and universities; pre-K programs for at-risk students, and; technology which includes a satellite dish and computers for every Georgia school.

(2) Common components of reform.

While Georgia indicated many common components of educational reform, mechanisms for implementation and assessment were not included.

(3) Most important components of reform.

Testing and assessment of student performance on standards are most important, because failure to meet the standards means "no diploma", even if the grade point average is satisfactory and all courses have been successfully completed.

(4) Summary of educational reform plans or efforts and how foreign languages fit.

Due to the technological emphasis in Georgia, E-mail, computers, and satellites are being heavily utilized, with many local projects using the technology to contact peers in target

countries. In some systems, every media center is equipped for E-mail. Also, 15 Model Foreign Language Programs have been funded for elementary K-2 classes. Instruction is for 30 minutes per day, and articulation, teacher training, and curriculum development are ongoing. This program has made such a profound impact that parents are demanding duplication from their local school boards which has resulted in one grade being added each year. Finally, one of the reforms deals with the inclusion of international education in interdisciplinary curriculum. These guides are scheduled to be completed in May, 1995.

IV. STANDARDS

(1) Status of content standards development.

Georgia has completed development of mandatory Foreign Language content standards. The standards are constantly being refined and have been added to Resource Guides to help eliminate dependence upon text books.

(2) Differentiation of foreign language content standards by developmental level.

K, 1, 2, 3, and 9-12 -- Beginning, Intermediate, Advanced

(4) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are being developed in the core areas. Foreign languages and ESL are not included in Georgia's core.

(5) Development of professional development standards for foreign languages, ESL and other disciplines.

There is a testing procedure required for earning a teaching certificate, including an oral component for foreign languages. Georgia is waiting for the national standards to be completed, before attempting additional changes or alteration.

(6) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

(1) Description of statewide assessment of the curriculum, including the status of foreign languages and ESL in this process.

Students must pass tests in language arts, mathematics, science and social studies in order to receive a diploma. Those who fail any aspect of these exams receive a certificate of performance instead of a diploma. ESL is included in the statewide assessment, but foreign languages are not. There are no plans to add foreign languages to the assessment program because the oral component presents time-consuming and expensive solutions.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Georgia's Department of Education has been restructured several times over the past five years in an effort to cut costs. While more efficiency has been created, two language coordinator and support positions have been eliminated. In most cases, those who resign will not be replaced.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages and ESL are not included in Georgia's core curricula. Parents have lead the drive to get foreign languages included in the core and various local school systems have made foreign languages part of the middle school core. The State School Superintendent is supportive of foreign languages.

(2) Status of foreign languages in elementary curricula.

Georgia has a FLES Model Program in the elementary schools which is subject to the annual appropriations process of the Georgia State Legislature.

(3) Disciplines other than foreign languages administered by respondent.

International Education.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While smaller school systems use education generalists, the larger districts and the State Department of Education have retained the use of disciplinary specialists.

(5) Future prognosis for language learning, given the direction and shape of reform.

While optimistic about increased demand for foreign languages, there are concerns about lack of funding for language programs, teacher shortages, and the misuse of technology in the classroom. Specifically, there are concerns about technology programs used in lieu of hiring a teacher the district cannot find or afford.

11. HAWAII

State Respondent: Anita Bruce, Educational Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-6):	15,738
	Overall Increase or Decrease:	↑ 1-2%

Percentage of Elementary Enrollment:	NA
Secondary (7-12):	18,661
Overall Increase or Decrease:	↓ 1%
Percentage of Secondary Enrollment:	NA
Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported.

III. SYSTEMIC REFORM

(1) Common components of reform.

While Hawaii noted many common components of educational reform, governance, management, and accountability mechanisms as well as data collection and research were not included.

(2) Most important components of reform.

- **Site-based management**
- **Challenging curricula and revised instructional practices**
- **Professional development**
- **Student outcomes, content and performance standards**

(3) Summary of educational reform plans or efforts and how foreign languages fit.

Recent legislation -- the Omnibus Education Bill of 1994 -- is based upon increasing school-level decision-making and budgetary management. It calls for a reduction in state and district administrative staff and reallocation of resources to schools. This legislation supports earlier implementation of School and Community-based Management.

The Hawaii Standards Commission has drafted foreign language standards to be presented to the Board of Education in August, 1994, as part of the standards project for all content areas. It remains to be seen if foreign languages will become an integral part of the reform efforts as the state's Goals 2000 commission drafts its state plan.

IV. STANDARDS

(1) Status of content standards development.

Hawaii is reviewing and refining its voluntary Foreign Language content standards and is waiting for completion of federal content standards to be used as a guiding framework. Hawaii has completed development of content standards in Math, Science, Physical Education, Social Studies, Health, Music, and Visual Arts and is reviewing ESL standards.

(2) Differentiation of foreign language content standards by developmental level.

K-3; 4-6; 7-12

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Hawaii established student performance standards, which include foreign languages, through an independent project in June, 1994.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Presently, Hawaii is not working on professional development standards, but the supervisor anticipates that professional development will be addressed in the state's Goals 2000 plan.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Statewide testing is administered through the Stanford Achievement Test in grades 3, 6, 8, and 10 in Mathematics and English. In addition, the Hawaii State Test of Essential Competencies is taken by students in grades 10 through 12 for diploma certification. Foreign Languages and ESL are not among the areas tested.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

(1) Description and rationale of state education agency reorganization or restructuring.

Under the 1994 Omnibus bill, state and district administrative staff is to be reduced by 30%, effective, September, 1994, and by another 30% in September, 1995. The rationale involved reallocating resources to the school level and to decrease administrative costs in keeping with shifting more decision-making and accountability to the schools.

(2) Assessment of the results and effect upon division/department and foreign language supervisor position.

The state supervisor reports that some positive results are beginning to emerge in schools that have been in the School and Community-based Management process for over two years. Some negative effects are evident in state offices where staffing, but not workload, has been decreased. While most positions have retained the same titles, specialists are directed to give first priority to school level requests for assistance for literacy forces in general.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are not included in Hawaii's core. The Hawaii Board of Education supports but does not mandate foreign languages as part of the regular curricula for grades 3-6. The Standards Commission recommends four years of foreign language from grades 7-12 with exploration (K-3) and beginning sequences in 4-6.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Districts have already moved towards the use of generalists and the state is beginning to move in the same direction.

(5) Future prognosis for language learning, given the direction and shape of reform.

There are concerns about the present situation in which graduation requirements for the class of 1997 have increased to include three science and three math. These additional required courses have already begun to show an effect on limiting the number of electives students may take. Possibly, this situation will be alleviated with the adoption of the new foreign language standards.

12. IDAHO

State Respondent: Dr. Rudy Leverett, Coordinator, Humanities and Foreign Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993)	Elementary (6-8):	3,066
	Overall Increase or Decrease:	↑1%
	Percentage of Elementary Enrollment:	1.7%
	Secondary (9-12):	21,546
	Overall Increase or Decrease:	Small ↑
	Percentage of Secondary Enrollment:	34%
	Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Idaho is making $60,054 in FLAP monies, plus matching state funds, available for the new round of competition, with emphasis upon foreign study for teachers.

III. SYSTEMIC REFORM

(1) Common components of reform.

Idaho noted many common components of reform, with the exception of data collection, research, and information sharing.

(2) Most important components of reform.

Holistic assessment and cross-disciplinary instruction are integral components of reform in Idaho.

(3) Summary of educational reform plans or efforts and how foreign languages fit.

Idaho is developing a performance-based education system driven by the State Board of Education, Governor's office, and state legislature. This system specifically defines what students are expected to know and be able to do as a result of their public education. Student achievement is periodically tested or assessed to determine progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress are advanced to more challenging material.

Idaho has specifically adopted six performance-based foreign language curriculum goals, including: (1) All students will have equal access to instruction and the study of a foreign language; (2) All foreign language students will understand, speak, read, and write the language studied well enough to satisfy basic communications needs; (3) All foreign language students will learn about the history of the language studied and the principal countries in which the language is spoken; (4) All foreign language students will know and appreciate representative works of literature, art, and music of the language studied; (5) All foreign language students will speak, read, and write English correctly and effectively, and; (6) All foreign language students will understand how language functions to shape native speakers' conceptions and perceptions of the world.

IV. STANDARDS

(1) Status of content standards development.

Idaho has developed voluntary curriculum frameworks for Foreign Languages, Comprehensive Health Education, Fine Arts and Humanities, Language Arts, Mathematics, Physical Education, Science, Social Studies, and Vocational and Technical Education.

(2) Differentiation of foreign language content standards by developmental level.

The exit performance standards are differentiated by grade level: fourth, eighth, and high school graduate.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are incorporated into the curriculum frameworks for the disciplines listed above. While Idaho envisions that these standards will apply to all Idaho high school graduates, including the disadvantaged, the disabled, and limited-English-proficient, there currently are no plans to develop ESL standards.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

(1) Description of statewide assessment of the curriculum, including the status of foreign languages and ESL in this process.

Idaho has enhanced and expanded its statewide testing program to include standardized or "norm-referenced" testing, assessments of student performance (what students can do with their knowledge and skills), and participation in a national trial state-by-state comparison.

Specifically, Idaho will continue using the Direct Writing Assessment for eighth and eleventh grade students, and will add fourth grade students in the Language Arts. They will add a Performance Math Assessment for fourth and eighth grade students as well as an Interdisciplinary Performance Assessment (IPA) for students in grades 9-12. The IPA will require students to use skills in Research, Technology, Writing and Oral Presentations. Assessments for foreign languages and ESL are not planned at this time.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Idaho State Department of Education has restructured in order to provide more support to school districts.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign Languages are not part of Idaho's core curriculum, but are included in the curriculum standards. A second language is not required for elementary school students.

(2) Disciplines other than foreign languages administered by respondent.

The state supervisor also oversees the Humanities.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The state supervisor reports that while their job titles reflect disciplinary specialization, the actual work load is moving toward a generalization of functions.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is convinced that the traditional curriculum is here to stay.

13. ILLINOIS

State Respondent: Dr. Anne Marie Fuhrig, School and Student Assessment

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993)	Elementary:	NA
	Percentage of Elementary Enrollment (6-8):	48.3%*
	Secondary:	NA
	Percentage of Secondary Enrollment (9-12):	32.3%
	Overall Increase or Decrease:	Slight ↑
	Most Growth in Language Enrollments:	Middle

*** This only includes the schools which have foreign language programs.**

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

For the current round of competition, $250,000 will be made available for one year projects. The anticipated focus will be on funding six district-level programs, and on staff development and curriculum writing.

III. SYSTEMIC REFORM

(1) Common components of reform.

Illinois indicated many common elements of reform, but noted that data collection, research, and site-based management were only peripheral elements of reform. The emphasis has been placed upon accountability through accreditation in Illinois.

(2) Most important components of reform.

- **Analysis of existing conditions**
- **Learning outcomes, standards and expectations**
- **Assessments systems**
- **Analysis of student performance data**
- **Evaluation of student performance and instructional program**

- **Reviewing expectations and implementing activities to increase student performance**
- **Reporting to the public**

(3) Summary of educational reform plans or efforts and how foreign languages fit.

The Illinois School Improvement Plan has set forth the seven points of the framework described above in order to improve education in that state. While state-wide reform is initiated by the State Department of Education, "specifics" are determined by the school districts. School-defined outcomes drive review following a 1992 school accreditation act, whose implementation is driven by on-site visits, staff development, and other agency technical assistance and testing.

Foreign languages are not considered integral to reform in Illinois, except in districts which independently choose to include them in their objectives.

IV. STANDARDS

(1) Status of content standards development.

In Illinois, there are two sets of content standards: State standards for Math, Science, Social Studies, Health, Fine Arts, and Physical Education, and district-defined for two additional areas. While there are no content standards for foreign languages, state standards for English as a Second Language (ESL) are currently in development.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards have been completed in Science, Math, Health, Reading, Writing, Social Studies, Fine Arts, and Physical Education. While Foreign Languages are not included, performance standards for ESL are under development.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

No.

(4) Development of opportunity-to-learn standards.

In planning.

V. TESTING AND ASSESSMENT

The Illinois Goal Assessment Program (IGAP) measures student performance a school's progress in serving its students in grades 3,6,8, and 10 for reading, mathematics, and writing, and of students in grades 4, 7, and 11 for science and social science. Currently, there are no plans to include foreign languages in IGAP. However, plans for ESL are under development.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Illinois restructured its State Board of Education by eliminating state supervisors in all curricular areas (with the exception of one in Fine Arts) in order to create more positions under continuing funding, like Title II. As such, there is no foreign language position in curriculum. However, a grants specialist administers FLAP part-time and an assessment specialist works with ESL standards and assessments.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are not part of Illinois's core curriculum and are not required for elementary school students. However, high schools continue to be required to offer two years of a foreign language. There is also a graduation requirement of one year of foreign language, art, or music study.In addition, grants facilitate language programs in a few districts.

(2) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The state has chosen to use education generalists instead of specialists as is evidenced by Illinois' lack of a foreign language supervisor.

(3) Future prognosis for language learning, given the direction and shape of reform.

The future of foreign language education in Illinois is unclear because "the train is moving and it is hard to get on it now."

14. INDIANA

State Respondent: Walter H. Bartz, Foreign Language Education Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (7&8):	10,877
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	8%
	Secondary (9-12):	120,451
	Overall Increase or Decrease:	Same
	Percentage of Secondary Enrollment:	45%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Grant competition in Indiana will commence in Fall, 1994, and $222,600 will be made

available to LEAs. No significant changes have been planned.

III. SYSTEMIC REFORM

(1) Unique characteristics of educational reform?

School restructuring is a high priority for the General Assembly, Office of the Governor, State Superintendent of Public Instruction, the Indiana State Board of Education, the Indiana Department of Education, and the local schools. The challenge will come in getting all of these agencies to agree on what is important and how best to accomplish school restructuring.

(2) Common components of reform.

Indiana reported that student outcomes, standards, testing and assessment, and professional development, teacher training and governance, management, and accountability mechanisms were important elements of reform. Opportunity-to-learn standards, site-based management, and data collection and research were not mentioned.

(3) Most important components of reform.

Indiana has revised its standards through the updating of curriculum guides in all disciplines. Accountability will be strengthened through the new testing program. Professional development will be increased by the creation of a professional development unit in the Indiana Department of Education which will assist local school corporations (districts) in building their capacity in this area.

(4) Summary of educational reform plans or efforts and how foreign languages fit.

Reform in Indiana is being designed by the General Assembly in cooperation with the Governor, the Superintendent, the State Board and Department of Education, and the Commission on Workforce Development around the basic tenet of giving more local control to school districts while the state maintains the accountability process. The accountability will be in the form of redesigned Indiana State Test of Educational Progress (ISTEP) and the institution of a "Gateway" exam which must be passed in order for students to graduate. All tests will have a performance component. Students will also be required to have portfolios. At this point the ISTEP tests only in the area of mathematics and language arts. Other subject areas will be added, but foreign language has not officially been named as one of them by legislation. Schools are also held accountable by the state's mandatory Performance-Based Accreditation process, a self-study for the purpose of school improvement.

There are many reform efforts in progress in Indiana. Legislation was passed in 1991 to establish the voluntary *Indiana 2000* process. This allows schools greater freedom in their operation by allowing certain State Board of Education rules related to curriculum and textbooks to be waived. To be accepted as Indiana 2000, a school must submit a plan for creating a bold new learning environment. Currently, there are 163 Indiana 2000 schools.

Indiana is also a *Re:Learning* state. Approximately 100 schools, to date, have selected to use *Theodore Sizer's Nine Common Principles* as the basis for their restructuring efforts. Indiana has made a five year commitment to this effort. In addition, ten schools in Indiana have elected to participate in the Modern Red Schoolhouse Process. The is a New American Schools Development Corporation program through the Hudson Institute. While not directly connected to state government, many of these schools have sought Indiana 2000 designation so they may have access to the waivers in order to institute this plan.

Technology is integral to reform in Indiana. The *Four R's*, a program to assist schools in obtaining hardware and *Buddy Programs*, a program to assist students in getting computers for home use, are examples of programs which encourage the appropriate use of technology in the schools. In addition, each school corporation is required to have a five-year technology plan.

Finally, beginning in the 1994-95 school year, every high school in Indiana must offer a Tech Prep curriculum. This curriculum is designed to replace the "General Track" and will carry increased expectations for students.

IV. STANDARDS

(1) Status of content standards development.

Voluntary Foreign Language content standards are currently being reviewed and refined and will be ready for dissemination during the Spring and Fall of 1995. English Language Arts, Mathematics, Science, and Physical Education are completed and disseminated. The fine Arts curriculum frameworks in Music K-8 and Visual Arts K-8 are completed, but not disseminated. In the Social Studies, which includes an International Education component, work will begin this next school year to revise and develop the current framework. As with all other content areas, the revised framework will contain content standards. Indiana does not have immediate plans to develop ESL standards.

The Department has applied to the U.S. Department of Education for funding to develop and complete development of content standards in Foreign Languages, the Fine Arts, History, Geography, and Civics under provisions of the Secretary's Fund for Innovation in Education.

(2) Differentiation of foreign language content standards by developmental level.

The content standards are arranged by grade cluster and levels (years) of instruction. The grade clusters are Elementary, Middle Grades, and High School. The standards are arranged so that if a school has a K-12 program, the elementary grades would be Level I; middle grades, Level II; and high school, Levels III-VI. If the program begins in middle school, Level I would be completed in middle school and high school, Level II through V. A program beginning in high school could include Levels I through IV.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are being developed in the areas of English Language Arts and

mathematics for the state testing program. While performances are not being developed for Foreign languages, the curriculum framework does contain "sample performances." These are short descriptions of student performances which will serve as an indication as to whether the student is on the way to achieving a given content standard. The sample performances are designed to be appropriate for the various developmental levels. They are also arranged and categorized according to "cultural contexts." the sample performance indicate the students' ability to perform within various settings and contexts and are not isolated tasks but are always set in a cultural milieu.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

While professional development standards are not being developed specifically, the state professional standards board and the teacher training institutions are being involved in the development of the content standards.

(5) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

Beginning in the 1995-96 school year, Indiana will implement the new Comprehensive Assessment System for English Language Arts and mathematics. This system includes both classroom and state assessments and is designed to help teachers improve their assessment skills and teaching strategies so that they can more effectively address the needs of individual students. The tests will measure student achievement relative to skills that have been defined by Indiana educators, business leaders, and labor representatives, as essential for all students' success in life. Statewide assessments will be administered in Grades 3, 4, 8, 10, and 12. the Grade 10 assessment is an "exit exam," and students must pass this test in order to receive a diploma. While there are no plans to include Foreign Language or ESL assessments, Science, History, Geography, Fine Arts, and Physical Education will be added in 1996-97.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

There have not been any recent restructuring or reorganization efforts in Indiana.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Nowhere in Indiana code or in State Board Rules are any subject areas referred to as the "core." In terms of state assessments, foreign languages are not part of the core. However, foreign languages are required offerings in high school and are requirements for graduating with the "Academic Honors Diploma."

(2) Status of foreign languages in elementary curricula.

Foreign languages are not part of the elementary curricula in Indiana.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Indiana has retained all content area specialists, including Foreign Languages, English-Language Arts, Social Studies, the Fine Arts, Mathematics, Science, and Physical Education in the Office of Program Development.

A new division has just recently been formed to address the restructuring efforts of the state, including the administration of the federal Goals 2000 program. How this will affect the content specialist involvement with the Goals 2000 program remains to be seen.

(5) Future prognosis for language learning, given the direction and shape of reform.

There is optimism that foreign languages will continue to be an important area in Indiana's school curriculum. Enrollments in Indiana have been rising over the last five years or so and seem to be continuing on that trend. There are concerns about budgetary constraints affecting some programs, particularly at the elementary and middle school levels.

The Foreign Language Assistance Program (FLAP) has provided support for "critical" languages, and Indiana will need similar support to initiate and maintain language programs for all languages in the elementary and middle schools. Indiana is hopeful that *Goals 2000* will help in this area.

15. IOWA

State Respondent: Paul Hoekstra, Foreign Language Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1990-91)	Elementary (K-6):	13,427
	Overall Increase or Decrease:	↑1-3%*
	Percentage of Elementary Enrollment:	5%**
	Secondary (9-12):	73,289***
	Overall Increase or Decrease:	↑.4%
	Percentage of Secondary Enrollment:	51.5%
	Most Growth in Language Enrollments:	Flat at all levels

*Estimate from the 1990-91 school year to the 1993-94 school year.

**1990-91
***1993-94

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Iowa already completed the FY 94 round of FLAP, administering four new grants. Due to a recent increase in FLAP funding, Iowa expects to fund one more project.

III. SYSTEMIC REFORM

(1) Common components of reform.

Iowa reported many common elements of reform, with the exception of site-based management and governance mechanisms.

(2) Most important components of reform.

- **New Standards Project**
- **National Assessment of Educational Progress (NAEP)**
- **Iowa Testing Program (ACT) -- ACT Work Keys**
- **Legislative requirements for districts to have student outcomes for each class**

(3) Summary of educational reform plans and how foreign languages fit.

The *Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century* was adopted and issued by the State Board of Education in December, 1991. An updated version of the original plan announced in October, 1992, retains its four major goals: (1) Increasing the level of learning and achievement of students at all ages; (2) Enhancing the human resources that guide learning (professional development and renewal); (3) Improving education infrastructure, and; (4) Providing leadership and encouraging accountability.

In addition to the state plan, the state supervisor reported that some districts are using an outcomes-based education model (OBE), while the state is encouraging school-to-work transitions. Further, the Iowa State Legislature passed the Phase III program to assist teachers in getting in-service training and more pay for reform efforts.

While reform is being largely driven by the State Board of Education, the Governor backed away from a 1991-93 effort to identify outcomes for high school graduates stemming from an OBE controversy. The Iowa Business Education Roundtable is also actively involved in reform. Foreign languages were not included in the new strategic education plan and in funding for assessment centers.

IV. STANDARDS

(1) Status of content standards development.

In large part, mandatory standards are being developed and utilized on the local, rather than state, level. Standards are being developed for Math, Science, History, Geography, and the Arts. At this time, standards for Foreign Languages and ESL are not being developed.

(2) Differentiation of foreign language content standards by developmental level.

Differentiation by age/developmental level will follow the national models.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

With the help of the New Standards Project, performance standards are being developed for Math, Science, History and Geography.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Iowa is in the planning stages of establishing professional development centers in the content areas of math, science, and communication skills, but have not developed standards, *per se*.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Iowa is encouraging a variety of assessment methods to determine student progress on performance standards by the schools and school districts. Using the Iowa Testing Program, ACT, NAEP, and the New Standards Project as a base, Iowa is in the process of developing an assessment center to evaluate student progress in the core areas. Currently, there are no plans to include foreign languages or ESL in the assessment process.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Iowa has reorganized and down-sized the State Department of Education in order to cut costs and to move away from content specialists. According to the state supervisor, this has resulted in fewer positions to accomplish the same amount of work. The supervisor is officially 80% Chapter II consultant and 20% foreign language consultant. Essentially, he does two full-time jobs.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While Iowa follows Goals 2000 parameters, the legislature has not included foreign languages in the state core. However, Iowa has long had a requirement to offer a four year program

in one foreign language.

The Iowa Legislature recently passed a bill to fund curriculum assessment centers for math, science, and communications skills. The state supervisor has been working with the Iowa Foreign Language Association to ensure that foreign languages be included.

(2) Disciplines other than foreign languages administered by respondent.

In addition the foreign languages, the state supervisor administers the Chapter II Block Grant Program and the Character Education Grant Program.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

There is a trend in Iowa of using education generalists in favor of disciplinary specialists at the state level.

(4) Future prognosis for language learning, given the direction and shape of reform.

The state supervisor is concerned about the future of foreign languages in Iowa because of a loss of funding and momentum. However, he is optimistic about a new interactive fiber optic system with 100 sites to better deliver in-service and language teaching services. In January, 1994, approximately 50 teachers were tested by certified by OPI testers through this system.

16. KANSAS

State Respondent: Dr. Maria Collins, Education Program Consultant

I. ENROLLMENTS: Data no longer being collected.

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No FLAP activity reported at this time.

III. SYSTEMIC REFORM

(1) Common components of reform.

Kansas reported including all of the common elements of reform.

(2) Most important components of reform.

- **Local control**
- **Outcomes related to the process of continuous improvement**
- **Community involvement**
- **Professional development**
- **Integrated curricular approach**
- **World-class standards of academic performance via mastery of essential skills**

(3) Summary of educational reform plans and how foreign languages fit.

In 1989, the Kansas State Board of Education began instituting a Quality Performance Accreditation (QPA) process, accrediting schools based on student performance. Also known as outcomes-based accreditation, a school's quality will be judged by how well all of its students are performing and their continual academic improvement.

QPA focuses on community involvement and local control. There is also an emphasis on developing "complex thinking skills" in students to prepare them for the workforce and meeting world class standards using integrated curricular instruction. As such, specific disciplines, including foreign languages and ESL, are not stressed.

IV. STANDARDS

(1) Status of content standards development.

Kansas has completed development of content standards in Math, Science, Health, English, and Social Studies, and has begun developing standards in School-to-Work and Tech-Prep. There are no plans to develop standards in Foreign Languages and ESL.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are being developed for Math, with plans to develop standards in Science, Language Arts, and Social Studies. There are no plans to develop performance standards in Foreign Languages and ESL.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

While there is a strong emphasis upon human resource/teacher development, standards have not been developed to facilitate this goal.

(4) Development of opportunity-to-learn standards.

No, but schools will be required to develop "building profiles" which require them to collect data on school climate and to identify student subpopulations based on gender, race, socioeconomic status, and other pertinent information to local student population.

V. TESTING AND ASSESSMENT

Kansas plans to align its assessment system with its content and performance standards. Currently, students are assessed in Science at grades 5, 8, and 11 and are tested in Math at grades 4, 7, and 10. In addition, Reading is assessed at grades 3, 7, and 10, and Writing is tested at grades 5, 8, and 10.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Kansas State Board reorganized to provide more technical support for local districts and to provide services that are broader in scope. Consequently, there are no longer Education Specialists, but consultants in four disciplines -- Math, Science, Social Studies, and Communications.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are not considered integral to the Kansas core curricula, nor are they required for the elementary schools.

(2) Disciplines other than foreign languages administered by respondent.

According to the respondent, every member of the Outcomes Education Team deals with questions from the language field regarding any aspect of the Quality Performance Accreditation system.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The use of education generalists was a primary objective of reorganization.

17. KENTUCKY

State Respondent: Thomas E. Welch, Foreign Languages Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-5):	2,093
	Overall Increase or Decrease:	↓ 35%*
	Percentage of Elementary Enrollment:	.5%
	Secondary (7-12):	68,696
	Overall Increase or Decrease:	↑ 9%*
	Percentage of Secondary Enrollment:	34%
	Most Growth in Language Enrollments:	High School

* Percentage change measured over a two-year period.

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported at this time.

III. SYSTEMIC REFORM

(1) Unique characteristics of educational reform.

Kentucky has made its *Six Learning Goals* and "academic expectations" keystones of educational reform. Initially, the original 75 academic expectations were termed "valued outcomes", then becoming "learner outcomes", until they arrived at the new term to ward off pressure on the Department of Education, the State Board for Elementary and Secondary Education, and state legislators. Goals 1 and 2, in particular, apply to foreign language learning:

•Goal 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
•Goal 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives. This includes provisions that "**students recognize and understand the similarities and differences among languages**" and that "**students understand and communicate in a second language.**"

(2) Common components of educational reform.

Kentucky indicated many common elements of reform, with the exception of "opportunity-to-learn" standards, and data collection and research activities.

(3) Most important components of reform.

The supervisor mentioned the independent nature of each of the elements of reform and noted that these "elements are all intricately woven into the fabric of change." A recent publication entitled, "Kentucky's Learning Goals and Academic Expectations" suggests that the six goals, the academic expectations, and the statewide assessments are crucial to reform efforts in Kentucky.

(4) Summary of educational reform plans or efforts and how foreign languages fit.

Education reform in Kentucky is comprehensive, covering everything from school governance to performance assessment of students and schools, and curricular and structural change at every level. It was initiated by a court decision, but was followed-up with the support of the governor, the business community, and the legislature (through the passage of the Kentucky Education Reform Act). A 1% increase in the state sales tax was approved to pay for the sweeping initiatives. It is performance-based and some elements may have been criticized by various groups, but commitment remains strong at many levels.

Foreign languages have been integrated into Kentucky reform efforts through Goal 2, mentioned above. The supervisor noted a solid commitment to achieving this end by noting a paradigm shift in which students are not just expected to learn a year or two of a second language, but will be evaluated on the basis of language facility. The supervisor, however, noted a number of issues to be worked out at the implementation-level, including funding, personnel, scheduling, student assessment, and language choice and access.

IV. STANDARDS

(1) Status of content standards development.

Mandatory foreign language standards are included in the "academic expectations" for Goal 2. Kentucky has also completed content standards for Math, Science, Social Studies, the Arts, Health, Language Arts, and Physical Education.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by elementary (K-5), middle (6-8), and high school (9-12).

(4) Development of performance standards for foreign languages, ESL and other disciplines.

Foreign language performance standards are included in the "academic expectations" for Goal 2. Kentucky has also completed performance standards for School-to-Work Transition, Tech Prep, Math, Science, Reading, Writing, and Social Studies, and are completing development on Arts standards.

(5) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development is an integral component of Kentucky's reform efforts, including an extensive summer staff development program and annual appropriations for the purposes of professional development. However, professional development standards have not been separated by discipline.

(6) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

Statewide assessments measure school progress and are not validated for individual student performance, and have begun in selected disciplines. Portfolios are required in math and language arts at grades 4, 8, and 12. State assessments (performance assessment, open-ended response and a small battery of multiple choice) are also given at 4, 8, and 12. Most districts have chosen to implement "scrimmage testing" at the other grades to ensure adequate student preparation. Foreign Languages and ESL are not yet on the assessment schedule. The rationale is that all students must be allowed opportunity for instruction before assessment can begin.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Kentucky has undergone extensive reorganization over the past few years. On June 30, 1991, ALL Department of Education employees were terminated and had to be rehired into the "reformed" department on July 1. Not all employees were rehired and the Department has reduced its staff by 13% last year (1993).

The Division of Curriculum has reduced the number of consultants from 22 to 10. As a result, the foreign language supervisor now handles all of the arts as well. The consultants now operate more cooperatively, working as "generalists" much of the time. After the supervisor leaves in July, 1994, an individual with a background in the arts will likely replace him.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are considered part of the "core", they are not yet taught in all schools at all levels to all students.

(2) Status of foreign languages in elementary curricula.

Several initiatives to implement FLES are underway.

(3) Disciplines other than foreign languages administered by respondent.

Visual Arts, Music, Dance and Drama.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While disciplinary specialists have largely been retained, their duties have expanded to reinforce a more cross-disciplinary orientation.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is concerned about getting foreign languages on the front burner, but is optimistic because the commitment is remaining strong, despite the fact that implementation is lagging.

18. LOUISIANA

State Respondent: Margaret Singer, Education Program Manager

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (4-8):	78,941
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	26%
	Secondary (9-12):	52,744
	Overall Increase or Decrease:	Slight ↓
	Percentage of Secondary Enrollment:	28%
	Most Growth in Language Enrollments:	

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

In the past, the local school systems have not responded to information sent to them regarding this source of funding for the less commonly taught languages. Since the FLAP has been extended to implementing existing elementary school programs, Louisiana is looking forward to writing for and procuring this assistance at both the state and parish levels.

III. SYSTEMIC REFORM

In 1990, the Children's First Act, was passed by the state legislature which made significant changes in school accountability and teacher certification. Since that time, Louisiana's Systemic Reform Initiative has been characterized by the development of content and performance standards, state department reorganization, professional development, community involvement, and assessment.

The Children's First Act calls for further implementation of the elementary-level foreign languages mandate by the year 2000. In the spring of 1994, English as a Second Language programs were included as eligible for state-funded block grants.

IV. STANDARDS

(1) Status of content standards development.

Curriculum guides, which resemble content standards, have been developed for Foreign Languages (4-8 and 9-12), ESL, Science for LEP Students, Social Studies for LEP students,

English, Science, Math, Social Studies, the Arts, Health, Computer Science, and Physical Education.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards have been developed for Foreign Languages, Math, Science, English, and Social Studies. The Foreign Language performance standards are scheduled to be revised next academic year.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Louisiana has recently revised its professional development standards; the state has standards for K-12 foreign languages certification, ESL certification, and Bilingual Specialist certification.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Louisiana administers a state assessment program in Math, Reading, and Writing in addition to a norm-referenced test in the same areas. The Foreign Languages Section has developed and administered a Fifth Grade Listening Comprehension Test over the past two years in an effort to positively impact articulation and teaching methodologies. An Eighth Grade French Proficiency/Credit Exam will be final for piloting in the spring. Participation will be on a voluntary basis.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Louisiana Department of Education restructuring has had no adverse impact on the Foreign Languages Section.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in elementary and state core curricula.

There is a statewide mandated foreign language program in grades 4-8 as well as traditional programs at the secondary level administered by the Louisiana Department of Education. Foreign Languages are taught for the most part on a daily basis and are considered part of the core curriculum.

(2) Disciplines other than foreign languages administered by respondent.

Bilingual education and ESL.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Louisiana has retained disciplinary specialists.

(5) Future prognosis for language learning, given the direction and shape of reform.

Louisiana Goals 2000 fosters further/full implementation of foreign languages mandate. This will have an impact on the high school level and the number of years they must offer in the near future. In addition, the Foreign Languages and Bilingual/ESOL Sections will collaborate and assist districts in developing bilingual education programs.

19. MAINE

State Respondent: Donald Reutershan, Foreign Language Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-6):	9,720
	Overall Increase or Decrease:	↑ 9%
	Percentage of Elementary Enrollment:	7.5%
	Secondary (7-12):	43,080
	Overall Increase or Decrease:	↑ 3%
	Percentage of Secondary Enrollment:	45%
	Most Growth in Language Enrollments:	Middle and High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Maine is providing $52,000 for the FY 1994 round of FLAP. Changes (if any) have not yet been determined.

III. SYSTEMIC REFORM

(1) Unique components of educational reform.

School restructuring initiatives are implemented in individual LEAs, based on Maine's *Common Core of Learning* and supported by state, federal and private funding sources. The *Common Core of Learning* was developed by a 36 member Commission in 1989-90 and is a statement of what Maine students should know and be able to do by the time they leave school. The Core is a non-disciplinary organization of knowledge, skills, and attitudes, and is organized into four strands: Personal and Global Stewardship; Communication; Reasoning and Problem Solving, and; The Human Record. In addition, regional delivery of services and technical assistance (through regional support centers) are an important component of reform in Maine.

(2) Components of educational reform.

Maine has incorporated all of the common components of educational reform.

(3) Most important components of reform.

- **Student outcomes, content, and performance standards**
- **Professional development, teacher training, and preparation**
- **Efforts for achieving equity**

(4) Summary of educational reform plans or efforts and how foreign languages fit.

Driven by legislation and State Board of Education policy, a Task Force on Learning Results was commissioned to develop a plan for education in Maine, resulting in systemic school reform with learning results for all students (results-based learning). The state plan for the use of federal funds associated with Goals 2000 will play a major role in Maine's educational reform efforts, including the development of foreign language standards. The student learning results will be based on the Common Core of Learning, which includes foreign languages in its four strands.

IV. STANDARDS

(1) Status of standards development.

Standards have not yet been developed in Maine, but it is anticipated that with Goals 2000 funding, the state will produce a plan for developing both content and performance standards.

(2) Development of professional development standards for foreign languages, ESL and other disciplines.

Not at the present time.

(3) Development of opportunity-to-learn standards.

While opportunity-to-learn standards have not been developed separately, equity is an integral component of reform in Maine. Equity measures will be incorporated into the student learning results and will support local implementation of the results.

V. TESTING AND ASSESSMENT

Now in its ninth year, the Maine Educational Assessment tests all students in grades 4, 8, and 11, using open response questions in Reading, Writing, Math, Science, Social Studies, and Arts and Humanities. Currently, there are not any plans to include Foreign Languages because they are not a state-mandated course requirement for all students.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Maine Department of Education has been down-sized and reorganized, which has included the elimination of positions due to budget cuts and resignations, an attempt to streamline the SEA levels of bureaucracy, and the introduction of Total Quality Management principles. Specifically, this has resulted in the loss of Associate Commissioners (Bureau chiefs), incorporation of additional divisions into the newly-created Division of Instruction, and additional job responsibilities for the foreign language supervisor, including work associated with systemic reform and the Maine Educational Assessment.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While there is no state curriculum *per se*, foreign languages are neither included in the statewide assessment program, nor are they a graduation requirement. LEAs are required, however, to offer a foreign language program in all secondary schools, and foreign languages are included in the Common Core of Learning. There has been active state-level support to integrate foreign languages into the "core" by the Foreign Language Association of Maine (FLAME).

(2) Disciplines other than foreign languages administered by respondent.

The foreign language supervisor also co-chairs the Arts and Humanities section of the Maine Educational Assessment.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The state has retained some disciplinary specialists, yet eliminated others. A few positions have become generalists, focusing on school reform. No apparent trend toward using generalists in the LEAs exists.

(4) Future prognosis for language learning, given the direction and shape of reform.

There is optimism in Maine because foreign languages are an integral part of Maine's Common Core of Learning, and the SEA foreign language specialist position has remained intact. Goals 2000 funding will provide for the creation of foreign language student standards, and the New England Articulation and Achievement Project will provide a grades 7-14 framework of student outcomes in foreign languages.

20. MARYLAND

State Respondent: Susan Helm Smith, Specialist in Foreign and Second Language Learning

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (K-5):	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	2.3%
	Secondary (9-12):	80,349
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	42.3%
	Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Maryland is funding continuation projects, as well as new projects, with the $200,000 available from the FY 94 round of funding.

III. SYSTEMIC REFORM

(1) Common components of reform.

Maryland has reported all the common components of reform.

(2) Most important components of reform.

- **Maryland State Performance Assessment Program (performance assessment)**
- **Maryland School Performance Report (the state "report card")**

(3) Summary of educational reform plans and how foreign languages fit.

The Governor's Commission on School Performance and the Business Roundtable have been catalysts behind reform in Maryland. The supervisor reports that three major components shaping reform in Maryland include effective schools procedures, performance-based education and assessment, and site-based management.

While foreign languages have not been an integral part of state reform, the LEA Foreign language Supervisors have initiated reforms on their own and as a result of the State "Foreign Language Outcomes," a document that was developed several years ago.

IV. STANDARDS

(1) Status of content standards development.

Voluntary content standards have been developed in Reading, Writing, Math, Science, Social Studies, and Foreign Languages.

(2) Differentiation of foreign language content standards by developmental level.

Foreign Language content standards are differentiated by elementary and secondary levels.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Maryland is developing performance standards in alignment with the content standards, although foreign languages and ESL are not yet included.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Maryland is considering development of professional standards. Certification by "Credit Count" standards were just recently revised, but no other professional development initiatives are being developed at present.

(5) Development of **opportunity-to-learn** standards.

While standards have not been developed, all important State-reported data for LEA's is disaggregated by gender and race.

V. TESTING AND ASSESSMENT

Maryland administers performance assessments, aligned with the content and performance standards, at grades 3, 5, and 8. Maryland also administers a high school graduation requirement for students in Math, Reading, and Writing at grade 7 and in Citizenship at grade 9. There are not plans to include foreign languages and ESL in assessments.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Maryland State Department of Education downsized for budgetary reasons. The supervisor reports that the Department is woefully underfunded and expends none of its own money to support foreign languages and ESL -- all funds come from Federal sources.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are not an integral component of the state core or elementary curricula, two years of language study are required for most students for graduation, and three years for the "certificate of merit."

(2) Disciplines other than foreign languages administered by respondent.

English as a Second Language.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The state largely retains disciplinary specialists. Local trends vary.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is somewhat optimistic. While foreign languages have made gains at the middle school level and have been included in the graduation requirements, little progress has been made at the elementary level.

21. MASSACHUSETTS

State Respondent: Connie Louie, Education Specialist

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993)	Elementary (K-5):	6,000*
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (6-12):	172,000**
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	47.5%
	Most Growth in Language Enrollments:	NA

*Return rate of survey was 88.3%
**Based on the # of school districts returning the survey

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Massachusetts is making available $266,457 for the FY 94 competition. This application was consolidated through the Department's unified grant application process.

III. SYSTEMIC REFORM

(1) Common components of reform.

Massachusetts reported all common components of reform.

(2) Most important components of reform.

- **Common Core of Learning**
- **Curriculum framework**
- **Assessment**

(3) Summary of educational reform plans and how foreign languages fit.

On June 13, 1993, the Education Reform Act of 1993 was signed into law, the product of intense work by the Legislature, the Governor's Office, the business and education communities, and the general public. This legislation contains four major components: (1) A simplified foundation budget, which alters school finance and establishes a system of school choice and charter schools; (2) Parity in governance structure; (3) Ongoing professional development, and; (4) A Common Core of Learning, which includes standards and assessment development.

The Common Core of Learning sets broad education goals and is the first step in the education reform process. The second step is the development of state curriculum frameworks for the areas of the arts, English, foreign languages, health, history and social studies, mathematics, and science and technology. The third step is the development of an assessment system which evaluates student performance and measures the success of schools. The preamble to the Massachusetts Common Core of Learning specifically states: "We believe that all students should learn or maintain a second language, beginning in elementary school, and should be expected to master that language."

IV. STANDARDS

(1) Status of content standards development.

Voluntary content standards in the Arts, English, Foreign Languages, Math, Science and Technology, History and Social Studies, and Health are being refined. English as a Second Language and American Sign Language are being considered second languages and will be included in the foreign language content standards.

(2) Differentiation of foreign language content standards by developmental level.

Content standards are being differentiated by grade level: PK-4; 5-8; 9-10, and; 11-12.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Legislation is pending. The development of assessments tied to content standards will follow.

(4) Development of **professional development standards** for foreign languages, ESL and other

Massachusetts is currently developing a professional development and implementation outreach plan which will incorporate all of the aforementioned disciplines.

(5) Development of **opportunity-to-learn** standards.

While the term "opportunity-to-learn" standards is not used, equity is an integral part of the curriculum framework/content standards.

(6) How opportunity-to-learn standards will be implemented and monitored.

They are incorporated in the curriculum framework development.

V. TESTING AND ASSESSMENT

Bi-annual assessments for all students are administered in grades 4, 8, 10 in Math, Science, Reading, Social Studies, and Writing. Students answered approximately 60 multiple choice questions and four open-ended questions, one per subject area. Writing is assessed through open-ended subject area responses. Student results are not returned.

While Foreign Languages and ESL are not included in the assessments, non-English speaking students are exempted from the tests if they have been in a bilingual program for less than three years. The education reform legislation mandates that future testing allows the non-English speaking students to be assessed in language that best demonstrates their competency.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Massachusetts Department of Education was recently centralized, abolishing the Regional Centers, and encouraging a more effective use of resources and staff. With the restructuring, the supervisor works within a new unit called Instruction and Curriculum, under the Educational Improvement division.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are not fully integrated into the elementary curriculum, through education reform, the state is developing a foreign languages curriculum framework which is part of the Common Core of Learning.

(2) Disciplines other than foreign languages administered by respondent.

Statewide technology issues.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Massachusetts is continuing its use of education generalists.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic because the new legislation advocates, for the first time, that students should learn a second language in addition to English.

22. MICHIGAN

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Michigan is receiving FLAP funding for the FY 94 round of competition. In the past, Michigan has funded innovative programs in Japanese, Spanish, French, Arabic, Russian, Korean, and Chinese.

III. SYSTEMIC REFORM

Michigan's reform has included adoption of the national education goals and four main components: school improvement, a core curriculum, an annual report, and accreditation. Reform in Michigan has been characterized by extensive business and community involvement. Several major corporations have offered to match state funds to coordinate social service programs and state-local cooperation has been exemplified by the Michigan Model for Comprehensive School Health Education.

Michigan's State Education Agency faces profound budget constraints and as such, has contracted services on a part-time basis an independent consultant to administer FLAP and other foreign language programs. Last year's school aid act provided incentive monies of $5.00 per pupil to in-formula local education agencies for the purpose of creating, expanding, and/or enhancing foreign language programs in middle and/or elementary schools. Otherwise, foreign languages are not considered part of Michigan's core curriculum.

IV. STANDARDS

(1) Status of content standards development.

Contents standards are being developed for English, Math, Science, Social Studies, Tech Prep, and Multiculturalism.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by grade level.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are being developed for Math, Science, and Social Studies.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Michigan offers a statewide criterion-referenced test in the core subjects. Foreign language and ESL are not included.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Michigan State Department of Education has downsized and restructured due to severe budget constraints. As such, the foreign language supervisor is a non-state employee whose services are contracted out on a part-time basis.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are not an integral component of Michigan's core curriculum.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Michigan is largely resorting to the use of education generalists. As the part-time consultant stated: "There is no question that the preferred arrangement would be to have a full time foreign language consultant. Since that option is a budgetary impossibility, this arrangement [part-time contract for services] at least offers some limited assistance to LEAs."

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

23. MINNESOTA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	NA
	Overall Increase or Decrease:	Level
	Percentage of Secondary Enrollment:	40-50%
	Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Minnesota is participating in the FY 94 round of FLAP competition. Russian, Japanese, German, and Chinese programs are being funded statewide.

III. SYSTEMIC REFORM

Development of student content and performance standards, assessment, accountability, professional development and licensure, state department restructuring, and efforts for achieving equity are all integral components of reform in Minnesota. Specifically, initiatives on Outcomes-Based Education and Results-Oriented Graduation Standards (Learning for Success) are key elements of this reform. Minnesota also has a comprehensive range of choice options available to its students and recently instituted a Charter Schools initiative.

Recently, the Minnesota State Board of Education released Proposed Graduation Standards, which are geared to meet Minnesota's Basic Requirements. The Basic Requirements are the areas in which students must meet or exceed the required level of achievement to receive a diploma. These areas include: Mathematics, Reading, Writing, Science, Government, Geography, and Physical Health and Safety. Foreign Languages are considered an optional element.

IV. STANDARDS

(1) Status of content standards development.

Minnesota is developing content standards in the areas of Foreign Language, English, Geography, Government, the Arts, Physical Education, Health and Safety, Math, and Science.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are being developed in accordance with content standards which include Foreign Languages as an optional element.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

Yes.

V. TESTING AND ASSESSMENT

The statewide testing system is currently being revised.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Minnesota SDE was restructured twice in 1993. While specialists appear to be retained, they all continue to work on the outcomes-based education, results-oriented graduation standards, and performance-based initiatives.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are included in both the content and performance standards. Further, three years of one foreign languages must be provided in grades 7-13 to meet program-level learner outcomes.

(2) Status of foreign languages in elementary curricula.

No.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Minnesota appears to have retained disciplinary specialists.

(5) Future prognosis for language learning, given the direction and shape of reform.

NA.

24. MISSISSIPPI

State Respondent: Jeanne Wells Cook, English and Foreign Language Specialist

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	32,435
	Overall Increase or Decrease:	↑11.6%
	Percentage of Secondary Enrollment:	25%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Mississippi received funding for the FY 94 round of FLAP, but is seeking clarification as to the amount awarded. In the past, FLAP monies have funded Japanese and Spanish programs, but at this time the supervisor is unsure of any future changes.

III. SYSTEMIC REFORM (N)

(1) Common components of reform.

Mississippi reported many common elements of reform out of a 1982 initiative, with the exception of site-based management and student outcomes, content, and performance standards. However, the state curriculum has been revised to more closely resemble content standards.

(2) Most important components of reform.

The supervisor reports that accountability and assessment seem to drive other components of reform.

(3) Description of education reform plan and how foreign languages fit.

Mississippi is the only state that has not experienced systemic reform in the past five years; in fact, Mississippi experienced sweeping educational reform in 1982. Presently, the state superintendent is leading an "initiative" (rather than a "reform") to improve the preparation of students for careers and the workplace as well as for further education. The superintendent is also revising testing to be more performance based.

Mississippi's state curricula have been revised so that they more closely resemble student content standards. There is a state curriculum for foreign language, but no state-mandated foreign language assessment.

IV. STANDARDS

(1) Status of content standards development.

The curriculum, which resembles standards, is mandatory, but school districts may expand upon the curriculum. A Foreign Language curriculum was established in 1986. Its language is broad and general, and thus it serves as a guide or framework, and is due to be revised in the future. Curricula for Social Studies and Math have been completed; Science is being reviewed and refined; English, Foreign Language, and Reading will be revised in the future.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by grade level.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

No.

(4) Development of professional development standards.

No.

(5) Development of opportunity-to-learn standards.

Standards resembling opportunity-to-learn standards were developed in the 1982 Educational Reform Act and are in place.

(6) How opportunity-to-learn standards will be implemented and monitored.

Mississippi's accreditation standards were created to provide equity and opportunity for a basic education. They address course content and curriculum, academic and elective courses, high school graduation requirements, teacher qualifications, student-teacher ratios, teacher planning time, percentage of certified staff, class period, and library and laboratory standards. These standards are monitored by the State Department of Education through site visits. Learning is measured through statewide testing.

V. TESTING AND ASSESSMENT

Mississippi's assessment system is currently being revised. A new test, being piloted this year, is more demanding and requires writing in response to open-ended questions in Language Arts, Reading, and Math. Foreign Language and ESL are not included.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Mississippi Department of Education is being reorganized and has been modified to suit the new superintendent and also to make Vocational Education reflect changes in the Carl Perkins Act. The division of curriculum has less autonomy and its role is less prominent than before.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign language is recognized as being an important course offering, yet it is not mandated for high school graduation. For university entrance, a student must have studied either one year of a foreign language or world geography.

The state universities through the Institutions of Higher Learning tried to mandate two years of a foreign language for university entrance, but the shortage of foreign language teachers in a rural state led to a compromise which weakened the foreign language requirement.

(2) Disciplines other than foreign languages administered by respondent.

English Language Arts (K-12)

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Mississippi has retained subject specialists for the time being. The trend toward generalists could influence and negatively affect the foreign language supervisor position in the future, however.

In 1979, the Mississippi SDE shifted subject specialists' roles to generalists. Therefore, the role of effectively helping education in the state districts diminished and the positions in turn were eliminated in 1985. After several years without subject specialists, during which curriculums were created, the state department and the legislature recognized the great need for specialists. In 1988, the positions were reestablished.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic because schools and parents are expressing a desire to expand the school curriculum to include foreign language and to offer it at the elementary level. In addition, foreign language enrollments continue to increase. The supervisor is concerned, however, that colleges and universities improve foreign language preparation of its students and graduate more foreign language teachers to meet the growing demand.

25. MISSOURI

State Respondent: Dr. Joel B. Judd, Supervisor, Special Federal Programs

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-8):	31,728
	Overall Increase or Decrease:	↑5.6%
	Percentage of Elementary Enrollment:	5.2%

Secondary (9-12):	85,650
Overall Increase or Decrease:	↑14.2%
Percentage of Secondary Enrollment:	35.3%
Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Missouri has planned the FY 94 round of FLAP competition with the $259,108 allocated in addition to any FY 93 carryover funds. There are no major changes planned.

III. SYSTEMIC REFORM

(1) Common components of reform.

Missouri reports many common elements of reform with the exception of site-based management and efforts for achieving equity.

(2) Most important components of reform.

- **Professional development**
- **Performance standards**
- **Performance assessment**
- **Curriculum development**

(3) Summary of educational reform plans and how foreign languages fit.

SB 380, enacted in 1993, is providing the guidelines and structure for school reform. It was devised as a collaborative effort of the Governor's office, the legislature, the Department of Education, and school district representatives. The reform is essentially leading Missouri toward performance-based standards and assessment.

Foreign languages and ESL are not specifically addressed under SB 380. However, they may be included in the overall State plan to be developed under Goals 2000 during the current fiscal year.

IV. STANDARDS

(1) Status of content standards development.

Voluntary content and performance standards are presently in draft form and curriculum frameworks were developed last summer. The disciplines include: Math, Science, English, Social Studies, Arts, Citizenship, Physical Education, Health, and School-to-Work. Development of Foreign Language and ESL standards are not planned.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are being developed in tandem with content standards.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

No.

(4) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

Missouri conducts a statewide assessment using a state-developed criterion-referenced test battery for grades 2-10 in English/Language Arts, Mathematics, Science and Social Studies. The test is based on a set of objectives called Core Competencies and Key Skills which school districts may use to form a framework for local curriculum. Missouri does not have a state-mandated curriculum.

Foreign language is not included in the assessment. The local district has an option to exempt an ESL student from the statewide assessment or to modify the test to better meet the student's needs, based on the decision of a team which should include the child's teacher, parent(s), counselor and administrator.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Missouri State Department of Education has been modestly restructured through redesign around functions. While the restructuring is still in progress, the supervisor has detected no substantive changes in her position and/or duties.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign language and ESL are not integral components to the state or elementary curricula, as no curriculum frameworks developed for communication standards will include second languages.

(2) Disciplines other than foreign languages administered by respondent.

Title VII Bilingual Education and Emergency Immigrant Assistance.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Missouri is retaining disciplinary specialists but seeks to employ several generalists to provide guidance on developmentally appropriate practices. No changes are noted in the school districts.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic. More school districts are considering the addition of foreign languages to their elementary curriculum.

26. MONTANA

State Respondent: Duane Jackson, Foreign Language Specialist

I. ENROLLMENTS

Foreign Language Enrollment Figures:		
	Elementary:	NA
	Overall Increase or Decrease:	Probable↑
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	28%*
	Most Growth in Language Enrollments:	Middle school**

*Estimate
**Grades 7-8, by state mandate

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Montana will be using the FY 94 round of FLAP to encourage small, incentive programs with matching funds from local districts.

III. SYSTEMIC REFORM

(1) Common components of reform.

Montana reported that the only common components of reform include student outcomes, content and performance standards, and student assessment.

(2) Most important components of reform.

- **Learner outcomes**
- **Coordinated assessment**

(3) Summary of educational reform plans and how foreign languages fit.

Systemic reform was instigated in Montana between 1987-89 by a progressive State Board of Education and broad citizen participation. The Board has since changed, but has maintained the emphasis on student standards and assessment.

The supervisor reported that foreign/second languages gained visibility with the requirement

that schools offer such programs. By 1992, schools were compelled to offer two years of a second language in secondary school; by 1994, foreign languages were required to be offered in grades 7 and 8; by 1999, all elementary schools must offer second language study.

IV. STANDARDS

(1) Status of content standards development.

By 1989, Montana had developed content standards that were developed and adopted by local districts in the areas of Communication Arts (which includes second languages), Math, Science, Health, English, Social Studies, Fine Arts, Vocational Arts, and Physical Education.

(2) Differentiation of foreign language content standards by developmental level.

Yes, as determined by local districts.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards, including standards for foreign languages, have been developed by local districts in accordance with the content standards mentioned above.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Professional development standards have been in place for some time now.

(5) Development of **opportunity-to-learn** standards.

Montana adopted such standards in December, 1988.

(6) How **opportunity-to-learn** standards will be implemented and monitored.

These standards are monitored by district report and on-site review.

V. TESTING AND ASSESSMENT

Montana administers student assessments in grades 3, 8, and 11, in Math, Science, Reading, Language Arts, and Social Studies.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Montana has restructured the State Board of Education in accordance with administrative philosophy and in an effort to address budgetary concerns. The supervisor reported being mildly affected, due to expanded responsibilities and workload.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Because districts are required to offer foreign languages, they are considered part of Montana's core curriculum. By 1999, local districts will be required to offer second languages in elementary schools.

(2) Disciplines other than foreign languages administered by respondent.

The supervisor also administers other programs, such as Blue Ribbon Schools and on-site accreditation.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Montana has largely retained the use of disciplinary specialists, but emphasize expanded breadth and less depth.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is concerned that without improved funding mechanisms, schools will not offer required and desired foreign language sequences.

27. NEBRASKA

State Respondent: Mel Nielsen, Director, Foreign Languages and International Education

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-8):	11,701
	Overall Increase or Decrease:	↑ 4.4%
	Percentage of Elementary Enrollment:	7%
	Secondary (9-12):	59,197
	Overall Increase or Decrease:	↑ 14.3%
	Percentage of Secondary Enrollment:	40.5%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Nebraska is planning a new round of competition for FLAP and is making the maximum allocation available. While applications were invited in the more comm nly taught critical languages as well as the less commonly taught languages (LCTs), no applications in the LCTs were received.

III. SYSTEMIC REFORM

(1) Common components of educational reform.

Nebraska indicated that all of the common components of educational reform were being pursued.

(2) Most important components of reform.

- **Equity**
- **Accountability**
- **Quality learning**
- **Professional development**

(3) Summary of educational reform plans or efforts and how foreign languages fit.

Nebraska is pursuing "grass roots" development of educational reform in which the State Department of Education is working in cooperation with local schools. This comprehensive reform plan is known as the *High Performance Learning Model* and emphasizes quality learning, equity, accountability, and school, community, and family involvement. Foreign languages are part of Nebraska's plan for curriculum integration and are a component of K-12 education. Foreign languages are included among school curriculum listed in State Statute II, which requires Nebraska to "offer each individual the opportunity to develop higher order thinking and problem solving skills by means of adequate preparation in Math, Science, and Foreign Language through the appropriate and progressive use of technology."

IV. STANDARDS

(1) Status of content standards development.

While voluntary content standards have been developed in the areas of Math, Science, Business Education and Agriculture, and the Visual and Performing Arts, standards for Foreign Languages have not been developed at this time. However, the Nebraska Department of Education received for federal funds to develop foreign language content standards through the Fund for Innovation in Education and is waiting for the completion of federal content standards as a framework.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

No.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

All testing and assessment in Nebraska is conducted at the local level.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Nebraska has reorganized to bring all academic and vocational education consultants together in one area called the Curriculum and Instructional Program Improvement Section in order to facilitate a smooth transition to integration across discipline areas. The supervisor reported that reorganization has been very positive in terms of allowing consultants to work across disciplines and to better relate and work with local schools.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Nebraska's Rule 10, which regulates the legal operation of schools in Nebraska, requires that districts offer two years of a foreign language.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Nebraska has resisted the trend toward the use of education generalists in both the Nebraska Department of Education and in local school districts. The supervisor indicated that it is difficult to determine if this trend will continue as Nebraska, like other states, is influenced by what is happening nationally and in other states.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is cautiously optimistic. While statewide foreign language enrollments are growing rapidly, there are concerns about the capacity of existing teacher education and staff development needed to maintain and support this trend. The creative and effective implementation of telecommunications and computer technologies also play an important role in foreign language education in Nebraska.

28. NEVADA

State Respondent: Holly Walton-Buchanan, Education Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)		
	Elementary (K-5):	2,862
	Overall Increase or Decrease:	↑3%
	Percentage of Elementary Enrollment:	3%
	Middle School (6-8):	5,820
	Secondary (9-12):	16,868
	Overall Increase or Decrease:	↑2.5%*
	Percentage of Secondary Enrollment:	2.5%
	Most Growth in Language Enrollments:	High school

*For both middle and high school

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Nevada is using $55,000 in FY 94 FLAP monies to fund innovative Spanish programs in addition to a middle school Japanese program. Nevada also developed a nine-week exploratory program in Japanese with the Utah DOE, which includes a 65-lesson laserdisc program and accompanying manual.

III. SYSTEMIC REFORM

(1) Common components of reform.

Nevada reported many common elements of reform with the exception of data collection and research, and efforts to achieve equity.

(2) Most important components of reform.

- **Development of student outcomes, content and performance standards**
- **Student assessment**
- **Agency restructuring**

(3) Summary of educational reform plans and how foreign languages fit.

Nevada has undertaken several legislative initiatives to reform education. Reform stresses reduced class size, local decision-making, Department restructuring, and standards development. The Nevada 2000 committee has encouraged broad involvement from the government, education, and business communities, as well as parents, students, and the public at-large, in forming an education reform plan. At this juncture, foreign languages and ESL are not an integral part of reform.

IV. STANDARDS

(1) Status of content standards development.

Voluntary content standards are expected to be developed for Foreign Languages, English, Math, Science, Tech Prep, Apprenticeships, Social Studies, Computer Science, Health, Physical Education and School-to-Work.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards have been developed for Science and Writing.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Nevada uses the California Test of Basic Skills test in grades 3, 6, and 9 and a High School Proficiency exam in Math, Reading, and Writing as a requirement for graduation.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Nevada recently began restructuring its department to better serve teachers and students. Nevada plans to pare the department down from eight branches to four.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are not part of Nevada's core curriculum.

(2) Status of foreign languages in elementary curricula.

Foreign languages are not an integral part of the elementary curriculum.

(3) Disciplines other than foreign languages administered by respondent.

ESL and other assignments.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The supervisor reports that Nevada is moving toward the use of education generalists.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic about the future of foreign languages because Nevada has a strong statewide foreign language organization.

29. NEW HAMPSHIRE

State Respondent: Dr. Robert Fournier, Consultant, Foreign Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures:		
	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	Middle school*

*Assessment of the supervisor

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

New Hampshire is planning its fourth year of competition with no significant changes.

III. SYSTEMIC REFORM

(1) Common components of reform.

New Hampshire reported many of the common elements of reform with the exception of site-based management.

(2) Most important components of reform.

- **Professional development**
- **Challenging curricula**
- **Efforts for achieving equity**
- **Data collection, research, and information sharing**
- **Governance, management, and accountability mechanisms**
- **More local control**
- **Less specialist activity**

(3) Summary of educational reform plans and how foreign languages fit.

The New Hampshire State Department of Education (SDE) began restructuring two years ago. The Department created new units that were no longer discipline-oriented and hired outside consultants as facilitators. New job descriptions were created, giving specialists more responsibility and duties as generalists. The SDE also began using cross-unit teams.

While foreign languages have not yet been included in education reform efforts, the state supervisor has been keeping the manager of the state assessment program, as well as the curriculum framework authors of other disciplines, informed concerning development of

foreign language standards nationally, regionally, and locally.

IV. STANDARDS

(1) Status of content standards development.

Content standards for Math and English have been completed but have not been approved by the State Board of Education, the legislative oversight committee, or the SDE. Frameworks are being developed in Social Studies and Science. Currently, there are not plans to developed content standards in Foreign Languages or ESL.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are being developed in Math and Literature.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

New Hampshire is in the process of rewriting professional development standards.

(4) Development of **opportunity-to-learn** standards.

New Hampshire plans to develop opportunity-to-learn standards.

V. TESTING AND ASSESSMENT

Through contracted services, New Hampshire is offering assessments at grades 4, 8, and 10 in the areas of Math, Social Studies, Science, and English.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The New Hampshire SDE has restructured, down-sized, and reorganized over the past two years because of dwindling resources. The supervisor reports that the results have been mixed, especially among subject matter consultants who were hired as specialists and now have drastically different job descriptions.

The state supervisor reports that, with restructuring, he has become a part-time specialist and a part-time generalist. He no longer directs the Title VII ESEA -- SEA Office of Bilingual Education and is now in a unit composed mostly of the former Chapter 1 unit.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages currently are not part of New Hampshire's core curriculum, the supervisor predicts that with implementation of *Goals 2000*, second languages will be included. The supervisor and the State Foreign Language Association (NHATFL) have been actively supporting inclusion of languages in the state core curriculum.

(2) Status of foreign languages in elementary curricula.

The supervisor is also hopeful that inclusion of foreign languages in *Goals 2000* will most certainly affect attitudes, and proposed legislation, facilitating the development of foreign languages in the elementary schools.

(3) Disciplines other than foreign languages administered by respondent.

Until June 30, 1994 (and since 1967) the supervisor has administer Title VII in the Office of Bilingual Education. Now he handles broader programs such as Blue Ribbon Schools.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The SDE has retained specialists (albeit with more generalized functions), since no one else could have written the frameworks.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor maintains that this depends on too many factors to judge adequately at this time.

30. NEW JERSEY

State Respondent: Michael Ryan, Social Studies Supervisor

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-8):	50,700
	Overall Increase or Decrease:	None
	Percentage of Elementary Enrollment:	33%
	Secondary (9-12):	185,000
	Overall Increase or Decrease:	None
	Percentage of Secondary Enrollment:	50%
	Most Growth in Language Enrollments:	Secondary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

New Jersey is not planning a new round of competition for FLAP in FY 1994.

III. SYSTEMIC REFORM

(1) Common components of reform.

New Jersey reports all common components of reform.

(2) Most important components of reform.

Government oversight and monitoring of school districts to insure proper compliance with the standards and the core course proficiencies in foreign languages.

(3) Summary of educational reform plans and how foreign languages fit.

New Jersey has drafted curriculum content standards for foreign languages and other core subjects complete with outcome indicators clustered at K-4; 5-8; 9-12 educational experience. New Jersey also has mandated core course proficiencies 9-12 for all students. These proficiencies are required to be aligned in the courses of study (curriculum) for all foreign language courses by September, 1994. Assessment is the responsibility of each school district.

IV. STANDARDS

(1) Status of content standards development.

Currently in draft form, New Jersey has developed content standards in the areas of Foreign Languages, English, Math, Science, Health, Social Studies, Arts, Physical Education, and Vocational Education, which will be mandatory when approved.

(2) Differentiation of foreign language content standards by developmental level.

Foreign language content standards are differentiated by four levels in grades 9-12.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

New Jersey recently completed performance standards in alignment with content standards.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

New Jersey conducts an Early Warning Test in Reading, Writing, and Mathematics in the 8th grade as a preliminary indicator of how students will fare on their High School Proficiency Test (HSPT), which is administered in the 11th grade. Passing the HSPT is a graduation requirement. There are no plans to include Foreign Languages and ESL in the assessments.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

New Jersey developed a clear and concise mission statement for the Department and are commencing with a reorganization process. The primary rationale was to have a positive effect on students and their learning environment. The supervisor's division will be expanded to include *Goals 2000*.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are not a graduation requirement in New Jersey, they have been included in the standards development/reform process. Due to the core course proficiencies, a panel approved the subject with a minimum requirement of two years to the State Board of Education. The State Board was receptive.

(2) Disciplines other than foreign languages administered by respondent.

Social Studies.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

New Jersey is moving toward the use of generalists.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic because New Jersey has developed state-mandated core course proficiencies for four levels in foreign languages and have drafted statements of standards with outcome indicators.

31. NEW MEXICO

State Respondent: Carlos R. Pagan, Modern and Classical Languages Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	37,826
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	3%
	Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

New Mexico is making $73,000 available for the FY 94 round of FLAP. In this round, we are attempting to increase rural district participation.

III. SYSTEMIC REFORM

(1) Common components of reform.

New Mexico reported all common components of reform.

(2) Most important components of reform.

While the supervisor noted that the elements of reform have not been prioritized, he noted that all of the common components of reform have been included as well as school collaboration, Charter Schools, and comprehensive health.

(3) Summary of educational reform plan and how foreign languages fit.

The New Mexico State Board of Education (SBE), in cooperation with parents, students, educators, legislators, and the business community has established the Consolidating Initiatives for Tomorrow's Education (CITE) as a framework for system-wide education reform in New Mexico. The theme set forth in the "opening challenge" of the plan is this: *Para educar al nino se necesita todo el pueblo.*"

CITE sets forth eight goals: (1) Involve all New Mexicans in a shared responsibility for education; (2) Provide opportunities which will enable all students to learn; (3) Establish high standards and expectations to enable students...to become productive citizens in a multiethnic democratic society; (4) Seek and reward excellence in teachers and other school personnel; (5) Advocate for and seek adequate resources to support maximum student learning; (6) Organize resources for system-wide change to prepare students for the future;

(7) Promote and implement decision-making at the appropriate level, and; (8) Assure to the public the integrity of the educational process through program and financial accountability. Drawing on New Mexico's cultural and ethnic diversity is integral to reform in that state. The SBE recently appropriated $745,000 to develop model language programs (K-8).

IV. STANDARDS

(1) Status of content standards development.

Content standards, which are tied to the accreditation process, have been developed in the core areas including Foreign Languages, Math, Science, Citizenship, English, Health, Social Studies, Physical Education, and Fine Arts.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

No.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

New Mexico uses the ITBS test to measure student achievement and the local curriculum at grade 10. Norm-referenced tests in Reading, Spelling, Vocabulary, and Math are administered at grades 3, 5, and 8. Foreign Languages and ESL are not included.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The New Mexico SBE has reorganized some units around tasks to be completed in order to better serve the local education agencies and students. The supervisor reports that the changes have been primarily positive and that his unit must be more focused on the activities planned. These activities must also be tied to agency goals and objectives and to budget requests.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign languages are included in New Mexico's Standards for Excellence, the supervisor does not consider them to be in the core.

(2) Status of foreign languages in elementary curricula.

While currently not an integral component of the elementary curriculum, there is a strong move to mandate foreign language education at the elementary level. In the past two legislative sessions, bills have been introduced that would require foreign language instruction at the elementary level. The Governor has requested nearly five million dollars for elementary foreign language programs.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

New Mexico has retained specialists, but there is a very strong tendency towards a generalist approach.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is very optimistic. He anticipates that the legislation mandating foreign language study in the elementary schools will pass this legislative session.

32. NEW YORK

Lead Contact: Alain Blanchet, Associate

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-6):	86,431
	Overall Increase or Decrease:	Level
	Percentage of Elementary Enrollment:	.06%
	Secondary (7-12):	646,355
	Overall Increase or Decrease:	↑.03%
	Percentage of Secondary Enrollment:	54.7%
	Most Growth in Language Enrollments:	Secondary*

*Middle and High School, inclusive

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Decision is in the hands of the Commissioner of Education.

III. SYSTEMIC REFORM

(1) Common components of reform.

New York reported all of the common components of reform except professional development, and data collection, research, and information sharing.

(2) Most important components of reform.

- **New Compact for Learning (opportunity-to-learn)**
- **Standards and Assessment**
- **Site-Based Management**

(3) Summary of educational reform plan and how foreign languages fit.

The New York *New Compact for Learning* describes a comprehensive strategy for improving public elementary, middle, and secondary education results in the 1990s set forth by the Board of Regents. The principles of the Compact are as follows: all children can learn; focus on results; aim for mastery; provide the means; provide authority with accountability; and, reward success and remedy failure. Strategic objectives also include the goal that all high school graduates will "demonstrate proficiency in English and another language."

Already, as part of the Compact, seven Curriculum and Assessment Committees have been working to develop desired outcomes of elementary, middle and secondary learning. Each school district develops a plan for teachers and parents to participate with school officials in school-based planning and shared decision-making. A School Quality Review Initiative has commenced; and, 13 Compact Partnership Schools have been recognized for exemplary work in improving the results of education for their students.

IV. STANDARDS

(1) Status of content standards development.

Content standards have been developed in Languages Other Than English, Math, Science and Technology, English Language Arts, Social Studies, Arts and Humanities, Technical and Occupational Studies, Health, Physical Education, and Home Economics. There are no plans to develop ESL standards.

(2) Differentiation of foreign language content standards by developmental level.

Progress is differentiated by "checkpoints."

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards have been developed in alignment with content standards. As such, there are performance standards for Languages Other Than English, but not ESL.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No, but there have been changes in certification of teachers.

(5) Development of **opportunity-to-learn** standards.

Yes. The Compact seeks to ensure that all standards are equitable and universal.

V. TESTING AND ASSESSMENT

New York's learning goals, along with locally developed goals and standards, are to be monitored through a system of state program assessments and local student assessments,

as well as joint State and local evaluation of readiness for graduation. New York currently administers the State Program Evaluation Tests (PETs), which are performance-oriented. The PETs will include disciplinary and interdisciplinary assessments in all seven curriculum areas (this includes foreign languages). As 6% of New York's students are limited-English proficient (LEP), a Bilingual/Bicultural advisory group is examining how LEP students should be evaluated.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Department has been restructured to better support the implementation of the Compact. Specifically, all subject area units, including the Bureau of Foreign Languages Education have been eliminated. All staff have been reassigned to "teams", either field service teams, Central teams, or Policy teams.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Languages Other Than English have been an integral part of New York's core curriculum for decades. Currently, two years of language study are required between Kindergarten through 9th grade. In addition, three high school credits are required for the Regents exam and are required for a Regents High School Diploma.

(2) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The respondent is now a self-proclaimed generalist on a field service team. While the State Department of Education has taken a more generalist approach, local districts have not.

33. NORTH CAROLINA

State Respondent: Fran Hoch, Chief Consultant, Middle School Education

i. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-5):	NA
	Overall Increase or Decrease:	Same
	Percentage of Elementary Enrollment:	70%
	Secondary (6-12):	149,628
	Overall Increase or Decrease:	↑1%
	Percentage of Secondary Enrollment:	30%*
	Most Growth in Language Enrollments:	High School

*A much higher percentage for high school.

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

North Carolina will be making $292,244 for the FY 94 round of FLAP for a one year period.

III. SYSTEMIC REFORM

(1) Common components of reform.

North Carolina reports all of the common elements of reform except data collection, research, and information sharing.

(2) Most important components of reform.

- **Accountability mechanisms**
- **Standards**
- **Assessment**

(3) Summary of educational reform plan and how foreign languages fit.

Reform in North Carolina has been constant but incremental. North Carolina's School Improvement and Accountability Act has focused reform efforts on accountability and testing programs. Recently, the Governor appointed a Standards and Accountability Commission, and foreign languages are included.

Foreign Languages are mandated K-12 as part of the Basic Education Program. Currently, however, there is no accountability for the program and no penalty for schools which do not comply with the mandate. Finally, a new second language K-12 curriculum for French, Spanish, and German, was approved by the State Board of Education in July, 1994.

IV. STANDARDS

(1) Status of content standards development.

Content standards in the core subjects have been developed and there is continuing discussion as to whether they should be voluntary or mandatory. According to the supervisor, the standards are largely generic as the state curricula define what students should know and be able to do. As such, Foreign Languages are included under the Communications standards.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards have been developed, but not in Foreign Languages or ESL.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

Competencies and guidelines for teacher education are in place and reflect the curriculum.

(4) Development of opportunity-to-learn standards.

Yes.

V. TESTING AND ASSESSMENT

Assessments are administered in the core subjects, including Language Arts, Math, Science, and Social Studies in grades 3-8 and at the high school level as a requirement for graduation. On a voluntary basis, there is a 3rd grade listening test in French and Spanish and a second language proficiency assessment to recognize students at the high school level who reach intermediate high in speaking and writing.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

North Carolina has downsized its Department of Education to comply with a legislative mandate to cut positions. As such, more curriculum integration is occurring but individual activities and services in specific content areas have been reduced. The respondent is now the Chief consultant of a middle school interdisciplinary team. The other three language consultants are on separate teams -- elementary, middle school, and high school.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

In principle, foreign languages are part of North Carolina's core curriculum.

(2) Status of foreign languages in elementary curricula.

Foreign languages are required to be offered in grades K-12.

(3) Disciplines other than foreign languages administered by respondent.

The Arts, Health and Physical Education, Vocational Education, Exceptional Children, and Media and Technology.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Specialists are still identified although they are organized in interdisciplinary teams.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor believes that the future of language learning should always be a concern because commitment can always waver.

34. NORTH DAKOTA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (K-8):	2,751
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	3%
	Secondary (9-12):	15,708
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	43.6%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

North Dakota received funding for the FY 94 round of FLAP. In the past, North Dakota has funded programs in French, German, Latin, and Spanish. Japanese and Russian are offered through satellite or after school programs.

III. SYSTEMIC REFORM

North Dakota's systemic initiative includes development of content standards, professional development, state department reorganization, technology, and community involvement.

IV. STANDARDS

(1) Status of content standards development.

Content standards have been or are being developed for Foreign Languages, Multiculturalism, English, the Arts, Math, Science, Social Studies, Physical Education and Health.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

No.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

North Dakota offers a statewide cognitive test as well as a statewide standardized testing program for grades 3, 6, 8, and 11 in Language Arts, Math, Reading, Social Studies, Science, Study Skills, and Word Analysis.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The North Dakota Department of Education has restructured to downsize staff and to cut costs. There is no state supervisor -- all academic areas are covered by one generalist.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

NA.

(2) Status of foreign languages in elementary curricula.

NA.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

North Dakota uses one education generalist for all subject areas.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

35. OHIO

State Respondent: Dr. Virginia Ballinger, Foreign Language Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	207,000
	Overall Increase or Decrease:	Level
	Percentage of Secondary Enrollment:	45%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Ohio is making $449,000 available for FY 94 FLAP funding. No significant changes are being made.

III. SYSTEMIC REFORM

(1) Common components of reform.

Ohio reported all of the common components of reform.

(2) Unique aspects of reform.

The Venture Capital program requires schools to submit a plan for systemic change. If the plan is approved the school receives $25,000 each year for professional development and to put their plan into operation. The state will be giving 300 Venture Capital grants this year.

(3) Most important components of reform.

- **Model competency-based curriculum**
- **Venture Capital grants for systemic reform**
- **Student assessment on performance and content standards**

(4) Summary of educational reform plans and how foreign languages fit.

Major reform efforts in Ohio include the development of standards based on measurable academic performance designed to ensure that Every Child Counts. Ohio is in the process of revising teacher certification standards and minimum standards for all Ohio schools -- emphasis is on performance as a criterion for certification and graduation. In addition, the class of 1994 was the first class required to pass proficiency tests in reading, writing, citizenship and math to receive a high school diploma and 4th, 6th, and 9th grade proficiency tests will be administered hereafter.

In November, 1993, the Ohio State Board of Education passed a resolution to develop a model proficiency-based foreign language curriculum pre K-12. The dissemination of the model (projected for 1996) will transform the teaching of foreign languages throughout the state because each district will specify performance standards which, in turn, will lead to requirements for graduation. It is Ohio's vision that local school districts will specify a level of proficiency which all students will demonstrate as a requirement for graduation.

IV. STANDARDS

(1) Status of content standards development.

Ohio has already completed voluntary content standards in English/Language Arts, Math, Science, and Social Studies, and are in the process of developing standards for Fine Arts, Comprehensive Health, Physical Education, and Foreign Languages. In addition, aspects of

international education are embedded in the competency-based social studies model curriculum and ESL standards have been developed at the local level with direction from the ESL consultant at the state level.

(2) Differentiation of foreign language content standards by developmental level.

Not yet determined.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards will be an integral component of the model curriculum. At this juncture, the supervisor reported that the ACTFL proficiency guidelines will give direction to the performance standards.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

Ohio is seeking federal funding to support the development of professional development standards and to fund activities to help teachers implement the model.

(5) Development of opportunity-to-learn standards.

Recently, a district court ruled that the way Ohio funds its schools is inequitable. The Ohio Department of Education is now committed to developing a funding plan that provides all students equal opportunities to learn. As such, Ohio is in the process of revising their minimum 1983 standards.

V. TESTING AND ASSESSMENT

All Ohio students in public schools must pass 9th grade proficiency tests in Math, English/Language Arts (reading and writing), and Citizenship to receive a high school diploma. By 2001, a Science proficiency test will be included. Students in grades 4 and 6 will also be assessed in these areas. There are no plans to include Foreign Languages or ESL in the assessments.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Ohio Department of Education was restructured into cross-functional teams in order to provide technical assistance to schools in a more comprehensive format.
When the supervisor began at the state department in September, 1993, she was in the Division of Curriculum, Instruction, and Professional Development. In January, 1994, the division was reorganized and the supervisor is now a member of a five-person team in the Division of Assessment and Evaluation. This is an attempt to connect curriculum and assessment.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Technically, the components of Ohio's core curriculum include those areas which are required for graduation and are included in the statewide proficiency tests. As such, foreign languages are not included in the core. However, the Ohio State Board of Education passed a resolution to develop a model curriculum in foreign languages. The revised minimum standards (to be adapted in 1996) may require all schools to develop competencies in foreign language. The supervisor is supported by the state foreign language association and has been a strong advocate for foreign language education in Ohio. The supervisor believes that the inclusion of foreign languages in Goal 3 has helped push foreign languages to the fore.

(2) Status of foreign languages in elementary curricula.

While foreign languages are not an integral component of the elementary curriculum now, Ohio Governor Voinovich has written a memo to the state superintendent of education in which he expressed a need for foreign language instruction in Ohio's elementary schools.

(3) Disciplines other than foreign languages administered by respondent.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Ohio has retained the use of disciplinary specialists. Most local school districts are also retaining disciplinary specialists.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is very optimistic. She remarked: "The development of a model curriculum K-12 will focus our efforts to expand foreign language programs, particularly in the elementary and middle schools. The model curriculum will also focus on pre-service and in-service education to improve teaching and assessment strategies.

36. OKLAHOMA

State Respondent: Angella Seesaran, Languages Coordinator

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (6-12):	61,300*

Overall Increase or Decrease:	↑
Percentage of Secondary Enrollment:	20%*
Most Growth in Language Enrollments:	Elementary**

* Both are rough estimates
** Starting with elementary 1993-95; sequencing each year to add middle school through 1997-98

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Oklahoma is not planning a FY 94 competition for FLAP.

III. SYSTEMIC REFORM

(1) Common components of reform.

Oklahoma indicated many of the common components of reform except data collection and research, and site-based management.

(2) Most important components of reform.

- **Content and performance standards**
- **Student testing mandates**
- **Professional development**

(3) Summary of educational reform plans and how foreign languages fit.

In 1990, the Oklahoma State Legislature passed HB 1017, legislation to reform education in Oklahoma. This legislation created a criterion-referenced testing program as well as an outcomes-based teacher certification process.

According to a languages mandate in the bill, all districts must implement a program of study of at least one language other than English in the curriculum. Grades K-3 encourage "Languages Awareness" through which children will gain the insight that other languages exist and will emphasize enrichment rather than language competency. Grades 4-6 is to be the beginning of a sequential language program through which the student begins to develop actual communication skills in a particular language. In grades 7-12, continuing sequences of instruction must be provided for in-depth language competencies.

IV. STANDARDS

(1) Status of content standards development.

Oklahoma has developed mandatory content standards in Foreign Languages, Health, Math, Science, English, Social Studies, Physical Education, Computer Science, and School-to-Work. The supervisor noted that the state adopted proficiency levels for the Foreign Language standards. There is a range of six proficiency levels within which districts will develop their language (foreign, Native American, and/or American Sign Language) program of study.

(2) Differentiation of foreign language content standards by developmental level.

Standards are differentiated by K-3 -- Language Awareness and 4-12 -- a range of six proficiency levels from beginning to advanced.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are being developed in alignment with content standards. Performance standards are not being developed for ESL at this time.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development standards are being developed for Foreign Languages and Multiculturalism, which specifically includes ESL.

(5) Development of opportunity-to-learn standards.

Opportunity-to-learn standards are built into the content and performance standards.

V. TESTING AND ASSESSMENT

Oklahoma administers both criterion-referenced testing and norm-referenced testing. Criterion-referenced tests are administered in Math, Science, Reading, and Writing. The norm-referenced achievement test will also include assessments in U.S. History and Government, Geography, and Culture and the Arts by 1999.

Currently, there are not plans to include foreign languages or ESL. The supervisor points out that the Department is concerned with successful implementation, quality programs and instruction. The SEA will attempt to provide guidance and direction to steer instruction toward proficiency-based outcomes. Statewide assessment is not ready to be a focal point at this time.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Oklahoma's SEA has been downsized in order to cut costs. Support staff has been reduced as well as some ancillary services support (e.g. word processing for documents).

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Due to the languages mandate in HB 1017 languages will become an integral part of the state and elementary curricula.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While there are still specialists at both the state and local levels, there numbers are diminishing. There is one language coordinator at the state level and about five local school districts with language supervisors.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor remains very optimistic and enthusiastic. She believes Oklahoma has demonstrated visionary leadership with the education reform legislation, HB 1017. Higher education is also attempting to enact compatible changes though that may take longer. In addition, the current superintendent is committed to implementing reform consistent with LEA capability, law, and resources.

37. OREGON

State Respondent: Elizabeth King, Education Specialist

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	Elementary

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity at this time.

III. SYSTEMIC REFORM

(1) Common components of reform.

Oregon reported all common elements of reform with the exception of data collection, research, and information sharing.

(2) Most important components of reform.

- **Development of Certificate of Initial Mastery and Certificate of Advanced Mastery**
- **Early Childhood Development**
- **Site-Based Decision Making**
- **Integration of Social Service**
- **Extended School Year**

(3) Summary of educational reform plan and how foreign languages fit.

In July, 1991, the Oregon Legislature passed the Oregon Educational Act for the 21st Century, an ambitious reform plan to be developed over a ten year period. At the heart of this reform is the Certificate of Initial Mastery (CIM) which recognizes student performance as the culmination of rigorous learning processes spanning grades K-10. This will be followed by a core curriculum integrated into six career strands in the Certificate of Advanced Mastery.

One of the extended CIM outcomes applies to all students in the area of foreign languages: "Students will understand diversity and communicate in a second language, applying appropriate cultural norms." These Extended Outcomes were developed with the assistance of the Confederation of Oregon Foreign Language Teachers.

IV. STANDARDS

(1) Status of content standards development.

Mandatory content standards are being developed in Math, Science, Social Studies, Foreign Languages, Humanities, Fine Arts, School-to-Work, Citizenship, Health and Physical Education, Computer Science, Tech Prep, and Multiculturalism. Oregon recently received federal funding from the Fund for Innovation in Education to develop content standards in Foreign Languages.

(2) Differentiation of foreign language content standards by developmental level.

These standards are differentiated between stages I, II, and III, and Certificate of Initial Mastery.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are being developed in alignment with the content standards.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Development of professional development standards for all areas is in the next stage of planning.

(5) Development of opportunity-to-learn standards.

As part of the Certificate for Initial Mastery, the Oregon DOE has plans to develop opportunity-to-learn standards "that describe the conditions and environments which support students' opportunities to learn and meet the CIM outcomes."

V. TESTING AND ASSESSMENT

Students will be required to complete some common tasks; for example, the state writing assessment or a math "performance task" at grades 3, 5, 8, and for the Certificate of Initial Mastery (grade 10). A "performance task" is an assessment instrument which requires the student to generate a response rather than select one from a list of options.
At this time, foreign language and ESL are not included in the assessment process.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Because of dramatic budget cuts, the Oregon Department of Education has been downsized and will continue to be reorganized through 1995-97. In fact, the position of foreign language supervisor was eliminated two years ago.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are considered an integral component of Oregon's curriculum, as they are a stated outcome of the Certificate of Initial Mastery.

(2) Status of foreign languages in elementary curricula.

As part of the education reform act, a K-3 program in a second language will be implemented by Fall, 1995 and will expand one grade level each year thereafter.

(3) Disciplines other than foreign languages administered by respondent.

The supervisor handles several other projects which are focused on implementing the reforms.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Oregon is moving toward the use of education generalists.

(5) Future prognosis for language learning, given the direction and shape of reform.

The respondent is very optimistic. She elaborated: "We're developing a good plan, good curriculum framework, all with great people -- our real asset. Money will continue to be a problem, but we're pleased with our progress."

38. PENNSYLVANIA

State Respondent: Larrie H. McLamb, Jr., Foreign Language/International Education Advisor

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary (K-6):	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (7-12):	300,537
	Overall Increase or Decrease:	↑.85%
	Percentage of Secondary Enrollment:	40%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Pennsylvania plans to fund some continuing projects and some new projects with the FY 94 round of FLAP funding.

III. SYSTEMIC REFORM

(1) Common components of reform.

Pennsylvania reported many of the common elements of reform except site-based management, governance, and data collection and research.

(2) Unique components of reform.

A needs assessment to determine a school's priority goals.

(3) Most important components of reform.

- **Student outcomes**
- **Assessment**
- **Develop challenging curricula: teach all children**
- **Efforts to achieve equity**

(4) Summary of educational reform plan and how foreign languages fit.

The driving force behind reform in Pennsylvania has been the State Board of Education through its Chapter 5 curriculum amendment and is characterized by performance-based education. In addition, teacher preparation and certification are integral components of reform as are efforts for achieving equity.

The student learning outcomes established through this initiative state that: "Prior to high school graduation, every student shall demonstrate the ability to converse in at least one language in addition to English, including the student's native language other than English."

IV. STANDARDS

(1) Status of content standards development.

Pennsylvania is not developing content standards at this time. However, the State Department of Education is involved in national standards projects in Math, Science, History, the Arts, Geography, and English Language Arts. Pennsylvania is waiting for completion of the National Standards in Foreign Language Education as a framework.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

School districts are developing performance standards for Foreign Languages and ESL. The supervisor anticipates that the state may follow suit.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

The Department is required to develop standards for teacher certification.

(4) Development of opportunity-to-learn standards.

While standards per se are not being developed, Pennsylvania has a mechanism in place to ensure that all students have access and equity for all children to learn to achieve high educational outcomes in the form of the amended Chapter 5 regulations.

V. TESTING AND ASSESSMENT

Pennsylvania provides assessments for Math and Reading in grades 5, 8, and 11, and a Writing assessment in grades 6 and 9. There are no plans to include Foreign Languages and ESL in the assessments.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Pennsylvania State Department of Education has not been restructured.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Technically, a state curriculum does not exist in Pennsylvania. However, languages and ESOL are a core component of the Chapter 5 Regulations and all districts are required to provide instruction in foreign languages or in ESOL for each student whose dominant language is not English.

(2) Disciplines other than foreign languages administered by respondent.

International/Global Education.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Pennsylvania has retained the use of disciplinary specialists.

(4) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic about the future of foreign language learning in Pennsylvania as enrollment is increasing and districts are planning to include elementary and/or middle school language programs. The Pennsylvania State Modern Language Association and the Pennsylvania Classical Association are very supportive of the new regulations. The former is making great strides.

39. RHODE ISLAND

State Respondent: Virginia da Mota, Education Specialist IV (Coordinator of Programs for LEP Students)

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

A comprehensive multimedia Japanese foreign language development program in the Cranston Public Schools and an after-school supplemental program in Chinese and Japanese at the Warwick Schools are being expanded with FY 94 FLAP funding.

III. SYSTEMIC REFORM

(1) Common components of reform.

Rhode Island reported all of the common components of reform.

(2) Most important components of reform.

- **Common Core of Learning Goals, Content Frameworks and Assessment**
- **Professional development**
- **Local school-based improvement councils**
- **Integration of health and social services**

- **Equitable financing of schools**

(3) Summary of educational reform plan and how foreign languages fit.

Rhode Island's education reform agenda is consistent with Goals 2000. The Rhode Island Board of Regents for Elementary and Secondary Education is driving this effort. In addition, the 21st Century Education Commission and the RI Skills Commission addressed six broad strategies in the document Educating All Our Children. These were: (1) that all children can learn and achieve excellence; (2) that schools be organized and governed for improved teaching and learning; (3) that professional development for teachers be strengthened; (4) that education be linked to social and health services; (5) that the education finance system be reworked; and, (6) that collaboration among districts to more efficiently purchase equipment and supplies is essential. At this time, foreign languages and ESL are not included in reform efforts.

IV. STANDARDS

(1) Status of content standards development.

Rhode Island is in the process of developing frameworks for Math, Science, Technology, Health, and Physical Education, with immediate plans to develop content standards in Language Arts. At this time, there are no plans to develop standards for Foreign Languages or ESL.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are in the planning stages, with no current plans to include Foreign Languages or ESL.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development standards are in the planning stages, with no current plans to include Foreign Languages or ESL.

(4) Development of opportunity-to-learn standards.

Opportunity-to-learn standards will be developed.

V. TESTING AND ASSESSMENT

Rhode Island is employing a Norm-Referenced Reading and Math assessment in grades 4, 8, and 10, as well as a Writing test at grades 4 and 8. In addition, a Health test is administered at grade 10 and a Physical Fitness assessment is administered at grades 6 and 10. Foreign Languages and ESL are not included in the assessment program.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Rhode Island Department of Education has restructured significantly in alignment with the state's agenda for education reform. Positions have been eliminated and the Unit for LEP students has been decentralized in order for staff to integrate LEP issues in all the major areas of reform.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

At this time, foreign languages are not an integral component of either the state or elementary curriculum.

(2) Disciplines other than foreign languages administered by respondent.

ESL, bilingual education, and migrant education.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Rhode Island has not had specific content area specialists for a long time.

(4) Future prognosis for language learning, given the direction and shape of reform.

The respondent is concerned that the public does not yet view foreign language learning or second language acquisition as equally important as Math, Science, and English Language Arts.

40. SOUTH CAROLINA

State Respondent: Cindy Saylor/Ruta Couet, Education Associates for Foreign Languages

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1991-92)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	2%
	Secondary (9-12):	57,509
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	33%
	Most Growth in Language Enrollments:	High School

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported.

III. SYSTEMIC REFORM

(1) Common components of education reform.

South Carolina noted all of the common elements of education reform, with the exception of data collection, research, and information sharing.

(2) Summary of educational reform plans or efforts and how foreign languages fit.

New legislation, the Early Childhood and Academic Assistance Act of 1993, requires schools and districts to write strategic plans. Funds will be allocated based on new formulas and programs will serve a wider range of students. Collaboration with other service agencies and parenting and literacy programs are required.

Through the recently adopted South Carolina Foreign Language Frameworks, the State Board of Education is encouraging (not mandating) elementary programs. Many schools are including these programs in their school renewal plans.

IV. STANDARDS

(1) Status of content standards development.

Voluntary content standards have been developed in Foreign Languages, Math and Fine Arts. In addition, content standards for English, Social Studies, Physical Education, Health, and Science are in the process of development.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by elementary (K-5), middle (6-8), and high school (9-12).

(3) Development of performance standards for foreign languages, ESL and other disciplines.

No.

(4) Development of professional development standards for foreign languages, ESL and other disciplines.

Professional development standards (teacher certification), including foreign languages, are in the process of re-evaluation.

(5) Development of opportunity-to-learn standards.

No.

V. TESTING AND ASSESSMENT

South Carolina currently administers a Basic Skills test in Math, Reading, Writing, Science,

and Language Arts, but the supervisor reports that recent legislation may change this system. Foreign Languages and ESL are not among the disciplines tested.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The state superintendent has restructured the Department. As a result, the Foreign Language Associate position is now in the Office of Technical Assistance; the purpose is providing technical assistance to districts for all children but maintaining a specialty in foreign languages.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Yes. Foreign language is identified as one of eight "core" subject areas for framework development. However, a second language is not required for graduation, nor is it tested.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

South Carolina has retained specialists to direct service to districts and schools in foreign language staff development, but these same individuals also play generalist roles from time to time in providing technical assistance to schools.

(4) Future prognosis for language learning, given the direction and shape of reform.

The associate is optimistic because foreign languages are proposed to be tested in the elementary *Defined Minimum Program* as viable options for all elementary students. Elementary foreign language textbooks were adopted in 1993. Enrollment in Advanced Placement is increasing.

41. SOUTH DAKOTA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA

Percentage of Secondary Enrollment: NA
Most Growth in Language Enrollments: NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

South Dakota received funding for the FY 94 round of FLAP. They are using the funding to teach Russian in three high schools over the Rural Development Telecommunications Network.

III. SYSTEMIC REFORM

South Dakota has implemented a School Modernization Program and has eliminated the state superintendent position in order to consolidate state education department functions under the secretary. South Dakota is closely following Goals 2000 and has developed content standards in Math and Science. While there are no plans to develop performance standards, performance-based assessments are being developed and professional development standards are being revised.

IV. STANDARDS

(1) Status of content standards development.

Content standards have been developed for Math and Science. There are plans to develop standards in Foreign Languages, Arts, History, Civics, Geography, and English.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

No.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Professional development standards are being revised.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

South Dakota administers assessments in Math, Science, Reading, and Social Studies in grades 4, 8, and 11 and a Career Assessment at grade 9.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The South Dakota Department of Education has been significantly restructured and places an emphasis on education generalists.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state and elementary core curricula.

Foreign languages are not included in the state or elementary core curricula.

(2) Disciplines other than foreign languages administered by respondent.

No.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The state has moved toward the use of education generalists to fulfill a school improvement role. Curriculum specialists, if needed, are contracted out by the Department.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

42. TENNESSEE

State Respondent: Dr. Kathryne Pugh, Consultant, Foreign Languages and Language Arts (9-12)

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	86,371
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	Secondary

II. SYSTEMIC REFORM

(1) Common components of reform.

Tennessee reported all of the common elements of reform.

(2) Summary of educational reform plan and how foreign languages fit.

Reform in Tennessee has been instigated by the state legislature and carried out by the State Board of Education (SBE) and the Commissioner of Education. The Education Improvement Act establishes a dual track high school curriculum, one for college-bound students and one for students entering the work force. Other significant legislation allows site-based

management to be employed in the local schools.

The supervisor reports that some reform includes foreign language, especially English as a Second Language. As part of the "university path", languages are required, and second languages have also been a part of the curriculum frameworks.

III. STANDARDS

(1) Status of content standards development.

Tennessee has completed development on content standards in the area of English, ESL (two years of ESL may substitute for English 9-12), Foreign Languages, Social Studies, Math, Science, Health, Computer Science, Tech Prep, School-to-Work, Physical Education, and Computer Science.

(2) Differentiation of foreign language content standards by developmental level.

Tennessee's standards are differentiated between elementary, middle, and high school.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards have been developed for Math, Writing, and Language Arts only.

(4) Development of **professional development standards** for foreign languages, ESL disciplines.

Tennessee recently revised their teacher licensure standards and are preparing for adoption. These standards are not discipline-specific.

(5) Development of **opportunity-to-learn** standards.

No.

IV. TESTING AND ASSESSMENT

Tennessee administers a competency test in the core areas based on 8th grade standards. At this time, all other testing is diagnostic. Languages and ESL are included only as part of comprehensive study.

V. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Tennessee has not undergone reorganization in the past five years.

VI. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

The stated core curriculum of Tennessee includes English, Math, Science, Social Studies, and Health/Fitness. Foreign Languages are not included at this time.

(2) Status of foreign languages in elementary curricula.

While languages are offered in the elementary schools, they are not required.

(3) Disciplines other than foreign languages administered by respondent.

Language Arts (English 9-12).

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Tennessee is moving toward a generalist approach. Curricular areas of responsibility -- once small -- are currently being up-sized.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor is optimistic because as the student population is becoming more diverse, the state is successfully moving to meet this diversity.

43. TEXAS

State Respondents: Ines Garcia, Director, and Carl Johnson, Assistant Director, Languages Unit

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-6):	35,841
	Overall Increase or Decrease:	↑23.6%
	Percentage of Elementary Enrollment:	1.8%
	Secondary (7-12):	443,352
	Overall Increase or Decrease:	↑14.7%
	Percentage of Secondary Enrollment:	29.8%
	Most Growth in Language Enrollments:	Elementary*

*Between the 1992-93 school year to the 1993-94 school year there was a 23.6% increase in elementary enrollments and a 20.7% increase in secondary Spanish.

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Texas is making $795,020 available for the FY 94 competition of FLAP and reports no significant changes.

III. SYSTEMIC REFORM

(1) Common components of reform.

Texas reports many common elements of reform and adds interdisciplinary instruction as another element.

(2) Most important components of reform.

- **Content and performance student standards**
- **Assessment of student performance**

(3) Summary of educational reform plans and how foreign languages fit.

Reform in Texas might be described as a cooperative effort. Business, industry, education, and community interests have all participated in and contributed information to the State Education Agency (SEA) on what they believe students should know and be able to do by the time they graduate from high school. The SEA characterizes the reform effort as an attempt to clarify the required state curriculum and provide more specific information relating to student content and performance standards. Languages comprise an important part of the comprehensive curriculum development envisioned by the SEA.

IV. STANDARDS

(1) Status of content standards development.

Texas started development of student content standards in July, 1994. In addition to Math and Science, there are plans to develop standards in Foreign Languages and ESL. In fact, Texas recently received federal funding to develop foreign language content standards from the Fund for Innovation in Education. It is likely that these standards will be mandatory.

(2) Differentiation of foreign language content standards by developmental level.

Not yet determined.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards will be developed for foreign languages and ESL.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Currently students must successfully complete examinations in Reading, Writing, and Mathematics in order to graduate. Other assessments are planned for LEA accountability. In addition, there are plans to include Spanish oral skills to be assessed after Level III for LEA accountability in 1995-96. Spanish reading and writing will be assessed shortly thereafter.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The SEA was restructured and downsized in Fall, 1993. The curriculum division was downsized by one-half and the Languages Unit was downsized by one-third. The downsizing was in response to public pressure to downsize state government.

The supervisors report that the results have been negative in the sense that fewer staff are doing more and in the sense that the SEA is still a political target for criticism. In addition, reduction in state revenues have also resulted in fewer resources for technical assistance.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

The recently endorsed Texas State Board of Education Recommended High School Plan designates languages as one of the "core" disciplines, but languages aren't required in the elementary curriculum.

(2) Disciplines other than foreign languages administered by respondents.

None.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

While the trend of using education generalists in favor of retaining disciplinary specialists is apparent on the state level, the trend is not evident on the local level.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisors are optimistic about the future of language study in Texas, especially Spanish. Acquisition of a second language enjoys significant support from the Commissioner of Education and the State Board of Education.

44. UTAH

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary (9-12):	66,913
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	35.5%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Utah received funding from the FY 1994 round of FLAP. The funds will be used for: (1) Exploratory Japanese laserdisc and lessons; (2) Exploratory chinese and Korean laserdisc and lessons under development -- Due April of 1995; (3) Development of Japanese 1,2,3 content guidelines; (4) CD ROM in tourism: French and German under development.

III. SYSTEMIC REFORM

Utah has passed several complementary reform initiatives, such as the Governor's "Centennial Schools" and site-based decision-making initiatives. Student content and performance standards, assessments, technology, parental and community involvement, professional development, and efforts for achieving equity are all integral components of reform in Utah. In addition, Utah has a Year Round Schools plan and a Rural Schools plan. Foreign languages are part of Utah's core curriculum.

IV. STANDARDS

(1) Status of content standards development.

Utah has completed content standards in Foreign Languages, the Arts, Physical Education, Math, Science, Computer Science, Health, English, Social Studies, Citizenship, Tech Prep, Apprenticeships and School-to-Work.

(2) Differentiation of foreign language content standards by developmental level.

The content standards are differentiated by grade level.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Student performance standards have been developed for Math, Science, and Language Arts (Reading and Writing). Currently, there are no plans to develop standards for Foreign Languages or ESL.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(5) Development of **opportunity-to-learn** standards.

Utah is in the process of developing opportunity-to-learn standards.

V. TESTING AND ASSESSMENT

Utah currently offers a voluntary assessment program in grades K-12 in Math, Science, and Reading and a statewide testing program in the core subjects at grades 5, 8, and 11. Foreign Languages and ESL are not included.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The Utah State Office of Education has been reorganized and restructured over the past five years. Curriculum specialists have been placed into one of three interdisciplinary teams under the Curriculum and Instruction Section of the Office.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign languages are included among the core content standards.

(2) Disciplines other than foreign languages administered by respondent.

Chapter 2.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

It appears that disciplinary specialists have largely been retained.

(4) Future prognosis for language learning, given the direction and shape of reform.

NA.

45. VERMONT

State Respondent: Jessica Turner, Part-time Consultant

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (1-5):	2,446
	Overall Increase or Decrease:	Same
	Percentage of Elementary Enrollment:	5%
	Secondary (6-12):	21,829
	Overall Increase or Decrease:	Same
	Percentage of Secondary Enrollment:	43%
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Vermont is planning a new round of FLAP for FY 94 with no significant changes.

III. SYSTEMIC REFORM

(1) Common components of reform.

Vermont reported many of the common elements of reform with the exception of data collection and research and site-based management.

(2) Most important components of reform.

- **Student content and performance standards**
- **Assessments**
- **Professional development**

(3) Summary of educational reform plan and how foreign languages fit.

The Vermont State Board of Education adopted *Vermont's Common Core of Learning* in August, 1993. The Common Core includes 20 vital results for all students, grouped under Communication, Reasoning and Problem Solving, Personal Development, and Social Responsibility. The Common Core then groups the traditional content areas in three fields of knowledge: The Arts and Humanities, History and the Social Sciences, and Math, Science and Technology. This framework will encourage local independence and the development of locally relevant curriculum. Languages fit under Communication and the Arts and Humanities.

IV. STANDARDS

(1) Status of content standards development.

Voluntary content standards have been developed in the Arts and Humanities, History and

the Social Sciences, and Math, Science and Technology for four broad areas of knowledge: Communication; Reason and Problem Solving; Personal Development; and, Social Responsibility. Foreign Languages are included under Communication.

(2) Differentiation of foreign language content standards by developmental level.

The standards are differentiated by developmental level: K-4; 5-8; 9-12.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Performance standards are being developed for Writing and the Arts.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Professional development standards are being developed for Foreign Languages, but not ESL.

(6) Development of **opportunity-to-learn** standards.

Opportunity-to-learn standards are currently under development.

V. TESTING AND ASSESSMENT

Vermont will have a draft plan of a Comprehensive Assessment System for Vital Results available at the end of 1994. Currently, Vermont uses a Writing and Mathematics Portfolio in grades 4 and 8.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Vermont's Department of Education has restructured and reorganized in order to better address the SDE's new goals. The reorganization has resulted in the removal of most subject-area consultants. When the respondent resigned her half-time foreign language consultant position, the slot was eliminated.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Technically, foreign languages are included in the state core. In reality, they are on a second or third tier.

(2) Disciplines other than foreign languages administered by respondent.

None.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Vermont is using generalists instead of curriculum specialists.

(4) Future prognosis for language learning, given the direction and shape of reform.

The respondent is concerned about the future of elementary and middle school foreign language programs and hopes that teachers will begin to integrate language learning into their curricula. On the other hand, she is cautiously optimistic: "In a changed, but not hostile, environment, we [languages] must either adapt or die."

46. VIRGINIA

State Respondent: David Cox, Principal Specialist, Foreign Languages/ESL

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1992-93)	Elementary:	NA
	Overall Increase or Decrease:	↑*
	Percentage of Elementary Enrollment:	NA
	Secondary (8-12):	174,418
	Overall Increase or Decrease:	↑ 1.07%
	Percentage of Secondary Enrollment:	46%
	Most Growth in Language Enrollments:	Secondary

*The supervisor believes that elementary enrollments have increased, but cannot document it.

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

No new FLAP activity reported at this time.

III. SYSTEMIC REFORM

(1) Unique aspects of educational reform.

The new Administration of Republican Governor George Allen has replaced the previous outcomes-based education program with the "Champion Schools Initiative" that promotes the development of rigorous academic standards for core subjects including foreign languages.

(2) Common components of educational reform.

Virginia reported many common elements of educational reform, with the exception of an "equity" component and site-based management.

(3) Most important components of reform.

- **Rigorous academic standards**
- **Accountability through biennial testing**
- **Parental involvement in the fight against school violence and drug abuse**
- **Community involvement in raising student achievement**
- **Local decision-making and control**

(4) Summary of educational reform plans or efforts and how foreign languages fit.

The Champion Schools Initiative places heavy emphasis on the development on measurable standards and assessments. Foreign language standards of learning are scheduled for revision during the Summer, 1995.

IV. STANDARDS

(1) Status of content standards development.

Mandatory foreign language content standards, as a basis for curriculum development, are scheduled to be released in the Summer, 1995. Content standards in math, science, English-language arts, and social studies, are expected to be revised by Summer, 1994.

(2) Differentiation of foreign language content standards by developmental level.

No.

(3) Development of **performance standards** for foreign languages, ESL and other disciplines.

Virginia is planning to develop performance standards as part of the Champion Schools Initiative. However, it has not been determined whether or not foreign languages and ESL performance standards will be among those developed.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

Development of professional development standards is uncertain. However, some articulation between standards and professional development programs is being planned.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Virginia offers a competency test in Language Arts and Math at grade 6 and norm-referenced tests in Math, Language Arts, Science and Social Studies at grades 4, 8, and 11, but no

assessments for Foreign Languages or ESL.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Virginia has restructured its State Department of Education twice in the past five years in an effort to reduce layers of bureaucracy and redesign the department to more closely resemble structure at the local level. The department is now more discipline-specific, with only minimal responsibilities outside each consultants area of expertise. The supervisor reported that the changes have been positive, as there are now two foreign language/ESL specialists, which has allowed them to narrow their focus and minimize the interdisciplinary teaming that was practiced in the past.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

The supervisor reported that foreign languages are an integral part of the state core curricula. Every school at grade eight must include at least on foreign language course as an offering; every high school must offer at least three units of a foreign language, and; foreign language is one of the Advanced Studies Diploma requirements (three years of one foreign language or two years of two foreign languages).

(2) Status of foreign languages in elementary curricula.

Approximately 1/3 of Virginia's LEAs offer some form of elementary foreign language. However, a statewide mandate is not likely.

(3) Disciplines other than foreign languages administered by respondent.

English as a Second Language.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Virginia has taken the "generalist route" before, but are now again subject area specialists. At the local level, most (but not all) specialists have retained their positions.

(5) Future prognosis for language learning, given the direction and shape of reform.

The supervisor has mixed feelings. While the current administration is supportive of foreign languages, at the local level, site-based management has weakened some local foreign language programs by eliminating advanced levels, combining classes, and seeking more language offerings without considering the impact on existing sequences.

The supervisor is uneasy about the 2X2 version of block scheduling where year-long courses are presented in a semester, enabling the student to begin a foreign language as a ninth-grader and complete three units of study in a year and a half. After that, a student may

have to wait a semester or year to take the next course. Once out of the foreign language loop, the student may stop studying foreign languages altogether. On the other hand, the extended instruction can serve the proficiency-oriented class well.

47. WASHINGTON

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

NA.

III. SYSTEMIC REFORM

In 1989, Washington initiated a six-year, $10 million pilot project, Schools for the 21st Century. This initiative involved elements of professional and curricular development, governance, and financing, but concentrated on waiving state rules and regulations in exchange for accountability and innovative restructuring at the local level. Subsequently, a site-based management initiative was approved and the Washington Office of the Superintendent of Public Instruction (OSPI) has undergone significant downsizing and restructuring.

In 1993, the Washington legislature adopted additional reforms and created a Commission on Student Learning to create, update, and elevate standards in student learning. Recently, draft standards were released for Communication Arts (which include World Languages, Reading, and Writing) and Mathematics. A second set of standards for Health, Physical Fitness, the Arts, and Science are currently underway.

During a series of public forums on the draft standards, 60% of the public believed World Languages should be included in the standards. However, only half of those respondents believe that languages should be a requirement. Superintendent Judith Billings has said that competency in more than one world language must be "central to the restructuring of Washington state schools" and "a goal for all graduates of Washington state high schools."

IV. STANDARDS

(1) Status of content standards development.

Washington is planning to develop content standards in Communication Arts (which include World Languages), Math, Science, Health, Physical Fitness, and the Arts.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

There are plans to develop performance standards in these same "core areas" by the year 2000.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

Washington administers a statewide assessment program in Math, Language Arts, Science, and Social Studies in grades 4, 8, and 11.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The OSPI was significantly downsized. In 1993, the foreign language supervisor position was eliminated.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While the Superintendent of Public Instruction has expressed interest in making world languages a core subject, they are not yet fully integrated into the curriculum.

(2) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The foreign language supervisor position was eliminated in 1993. However, there is now a Social Studies/International Education Supervisor and German and Japanese language consultants.

(3) Future prognosis for language learning, given the direction and shape of reform.

48. WEST VIRGINIA

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Secondary Enrollment:	NA
	Most Growth in Language Enrollments:	NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

West Virginia has received funding from the FY 94 round of FLAP. West Virginia used these monies towards programs in Arabic, Chinese, German, Japanese, Russian, and Spanish.

III. SYSTEMIC REFORM

In 1989, West Virginia's Governor initiated a systemic reform initiative through a series of town meetings conducted across the state which resulted in the adoption of seven education goals. More recently, "Policy 2001", which encourages accountability for schools and teachers and flexibility at all levels of school governance, has been put out for public comment and has been revised twice by the State Board of Education. The policy has yet to be approved. However, technology as well as business and community involvement, are also critical elements of reform in West Virginia.

Student content standard, assessments, professional development, and efforts to achieve equity are all important components of reform in West Virginia. Foreign languages are included in the core content standards.

IV. STANDARDS

(1) Status of content standards development.

Content standards have been developed in Foreign Languages, English, the Arts, Math, Science, Social Studies, Health, and Physical Education.

(2) Differentiation of foreign language content standards by developmental level.

Standards are differentiated by developmental level -- middle and secondary.

(3) Development of performance standards for foreign languages, ESL and other disciplines.

Performance standards are not being developed.

(4) Development of **professional development standards** for foreign languages, ESL and other disciplines.

NA.

(5) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

West Virginia currently administers a Comprehensive Test of Basic Skills in Math, Reading, and Writing and will administer a diagnostic assessment in grade 8 to assist students in continuing on to post-secondary education programs.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

The West Virginia Department of Education has restructured to improve technical assistance to the schools, cut costs, and increase efficiency. The Foreign Language Coordinator is one of five curriculum specialists in the Office of Instructional Services.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

Foreign Languages are included in West Virginia's core curriculum.

(2) Status of foreign languages in elementary curricula.

NA.

(3) Disciplines other than foreign languages administered by respondent.

Bilingual Education, ESL, Teacher Expectations and Student Achievement (TESA), and some social studies projects.

(4) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

West Virginia has largely retained the use of curriculum specialists.

(5) Future prognosis for language learning, given the direction and shape of reform.

NA.

49. WISCONSIN

State Respondent: Paul Sandrock, Consultant, Foreign Language Education

I. ENROLLMENTS

Foreign Language Enrollment Figures: (1993-94)	Elementary (K-5):	15,440
	Overall Increase or Decrease:	Slight ↑
	Percentage of Elementary Enrollment:	4%
	Secondary (6-12):	204,117
	Overall Increase or Decrease:	↑6.6%
	Percentage of Secondary Enrollment:	46.1%
	Most Growth in Language Enrollments:	Middle School*

* This growth may be due to the requirement to provide foreign language instruction (access) to students in grades 7 and 8, originally required for 1994-95, but delayed by the legislature in March to the 1996-97 school year.

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

Wisconsin has had two rounds of competition: the first in Spring, 1992, for three year programs to run from 92-93 to 94-95; the second in Spring, 1993, for three year programs to run from 93-94 to 95-96. Therefore, the first group will end its grants, and Wisconsin will hold a third round of competition in spring, 1995, for three year programs to run from 95-96 to 97-98, assuming funding is available throughout that period.

The continuation of the 93-94 to 95-96 programs will require $138,000 of the FY 94 state allocation; $104,000 will be available to new FLAP districts. Changes for the current round will include: (1) Explicitly stating that the district must assess the progress toward language proficiency under the FLAP project; (2) Specifically asking how the district will continue the pre-high school instruction when the project funding ends, and; (3) Requiring an element of staff development/teacher preparation to improve the instruction.

III. SYSTEMIC REFORM

(1) Common components of reform.

Wisconsin reported most of the common elements of reform with the exception of data collection, information sharing, and accountability mechanisms.

(2) Most important components of reform.

- **Content and student performance standards**
- **State assessment**
- **Professional development**
- **Equity (urban initiative and opportunity-to-learn standards)**

- **Community (especially parental) involvement**
- **School-to-work coordination**

(3) Summary of educational reform plan and how foreign languages fit.

State educational reform is centered on several initiatives related to achievement by all students of challenging content standards: The Wisconsin Governor and Department of Public Instruction (DPI) negotiated key elements of state education reform. Elements include the following: A) The DPI lead a statewide process to identify learner goals and then to develop 17 student outcomes (non-discipline specific) to guide alignment of curriculum, assessment, and instruction; (B) State legislation requires the establishment of the Wisconsin Student Assessment System which is under development to create both limited response, performance, and portfolio student assessments; (C) Urban initiative task force recommending specific actions to improve student achievement in urban settings (a 15:1 student to teacher ratio is proposed); (D) Bright Beginnings to coordinate improvement of pre-kindergarten education programs; (E) Connecting the Curriculum (CTC) and Frameworks for Integrating Science and Math (FISM) to create integrated curriculum frameworks, and; (F) Reform of teacher training and staff development.

Foreign language education is now a part of the state curriculum effort under the Connecting the Curriculum (federal) grant to make interdisciplinary connections. This was sparked by the inclusion of foreign languages in *GOALS 2000*. The foreign language consultant and the international education consultant participate equally with other subject area consultants in state education reform efforts.

IV. STANDARDS

(1) Status of content standards development.

Wisconsin was recently awarded a federal grant through the Fund for Innovation in Education program to develop student content standards and to link the developing national standards with local district efforts. The standards would be voluntary, and foreign languages will be included.

(2) Development of performance standards for foreign languages, ESL and other disciplines.

A form of performance standards could be developed as part of a statewide project, involving DPI, to develop performance competencies to serve as an admission standard for the entire University of Wisconsin system (13 campuses). This project could serve to set performance standards impacting on K-12 curriculum and assessment.

This program may serve to develop performance standards for foreign languages, describing holistic criteria for assessing how well students achieve the competencies described for foreign languages.

(3) Development of professional development standards for foreign languages, ESL and other disciplines.

Part of Wisconsin's *GOALS 2000* plan is a framework for aligning professional development with the goals. This framework is being developed for all disciplines.

(4) Development of opportunity-to-learn standards.

Rather than standards, Wisconsin is developing recommendations for improving student achievement in urban schools through an Urban Initiative. Key recommendations include a 15:1 student to teacher ration and professional development to train urban teachers in appropriate methodology.

V. TESTING AND ASSESSMENT

Currently, statewide assessment is conducted for Reading in Grade 3, while Knowledge and Concepts are tested in Grades 8 and 10. This includes Math, Science, Social Studies, and Language Arts. There are plans to add a Knowledge and Concepts assessment in Math, Science, and Language Arts in Grade 4. In addition, there are plans to develop a performance assessment for Math and Language Arts, which will be voluntarily employed in 1995-96 and compulsory by the 1996-97 school year. Science assessments will be voluntary in districts in 1996-97 and compulsory in 1997-98. Finally, portfolio assessment is in the early stages of development. By 1995-96 DPI will begin development of Wisconsin's own knowledge and concepts assessment, criterion-referenced and not norm-referenced as the current assessment is. The assessment will be given in one grade at each level (elementary, middle, and senior high). There are not plans to include foreign languages and ESL in the assessments.

VI. AGENCY/DEPARTMENT RESTRUCTURING AND REORGANIZATION

Wisconsin's DPI has been restructured into mission teams under the umbrella divisions of: (1) Instructional Services; (2) Equity, and Advocacy; (3) Libraries and Community Learning; (4) Educational Accountability, Policy, and Management Support; and (5) Financial Resources and Management Services. Mission teams are service and function-oriented. Examples include: integrated/applied, instructional strategies, licensing, and information technology. The primary rationale for this organization was to better serve DPI's constituencies.

The restructuring, especially getting the teams to function with common purpose, is in process. The supervisor reported that there has been little change in his positions and/or responsibilities. A jointly planned vocational and foreign language "Global Enterprise workshop is something that would have been less common before restructuring.

VII. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

While foreign language is part of what districts must offer, not all students are required to receive foreign language instruction (grades 9-12 now, in grades 7-8 by 1996-97). Also, elementary foreign language remains a DPI initiative; however, no proposed legislation is currently on the table.

(2) Disciplines other than foreign languages administered by respondent.

The supervisor also oversees ESL teacher preparation programs at Wisconsin universities and colleges.

(3) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

Wisconsin has retained discipline specialists (18) in DPI. They are now on an integrated/applied team, blending academic and vocational disciplines, K-12.

While department chairs exist in most Wisconsin school districts, the part-time teacher/part-time foreign language chair in many districts is under attack. So districts may be experiencing more pressure to change to curriculum generalists than the SEA.

(4) Future prognosis for language learning, given the direction and shape of reform.

The state supervisor is optimistic because he sees opportunities ahead. He goes on to state: "Foreign language is now considered a key discipline in efforts to connect the curriculum; it is not an "extra" in our state curriculum efforts. Foreign language is by nature interdisciplinary since a content focus is needed for practice and application of one's growing language proficiency. More educators are stating the need for an early start to learning a second language and referring to the need for second language proficiency in our interdependent global economy. Now foreign language educators must deliver age-appropriate and purposeful instruction so students do achieve the goals of foreign language instruction (which are being captured in the national standards)."

50. WYOMING

State Respondent: JNCL

I. ENROLLMENTS

Foreign Language Enrollment Figures:	Elementary:	NA
	Overall Increase or Decrease:	NA
	Percentage of Elementary Enrollment:	NA
	Secondary:	NA

Overall Increase or Decrease: NA
Percentage of Secondary Enrollment: NA
Most Growth in Language Enrollments: NA

II. FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP)

NA.

III. SYSTEMIC REFORM

Wyoming's systemic reform is driven jointly by the state legislature, the Governor, and the state Department of Education. In 1990, the state board of education adopted outcome-based accreditation standards. As such, content and performance standards will be implemented on the local level by 1997. Assessments are also conducted at the local level.

In 1990, the Governor and state legislature also approved a $50 million Centennial Education Trust Fund to support innovative restructuring. Reform in Wyoming also emphasizes professional development, technology, and parental and community involvement.

IV. STANDARDS

(1) Status of content standards development.

Compulsory standards are currently under development at the local level by teams of teachers, and are being designed in accordance with accreditation requirements. It is not clear whether or not Foreign Languages or ESL will be included.

(2) Development of **performance standards** for foreign languages, ESL and other disciplines.

No.

(3) Development of **professional development standards** for foreign languages, ESL and other disciplines.

No.

(4) Development of **opportunity-to-learn** standards.

No.

V. TESTING AND ASSESSMENT

NA.

VI. EFFECT ON FOREIGN LANGUAGES, ESL, AND DISCIPLINARY SPECIALISTS

(1) Status of foreign languages in state core curricula.

NA.

(2) State use of education generalists in favor of retaining disciplinary specialists at the state and local levels.

The Wyoming State Department of Education has reorganized and restructured to cut costs. The Foreign Language Supervisor position was eliminated with the departure of Dr. Paul Somoukil.

(3) Future prognosis for language learning, given the direction and shape of reform.

NA.